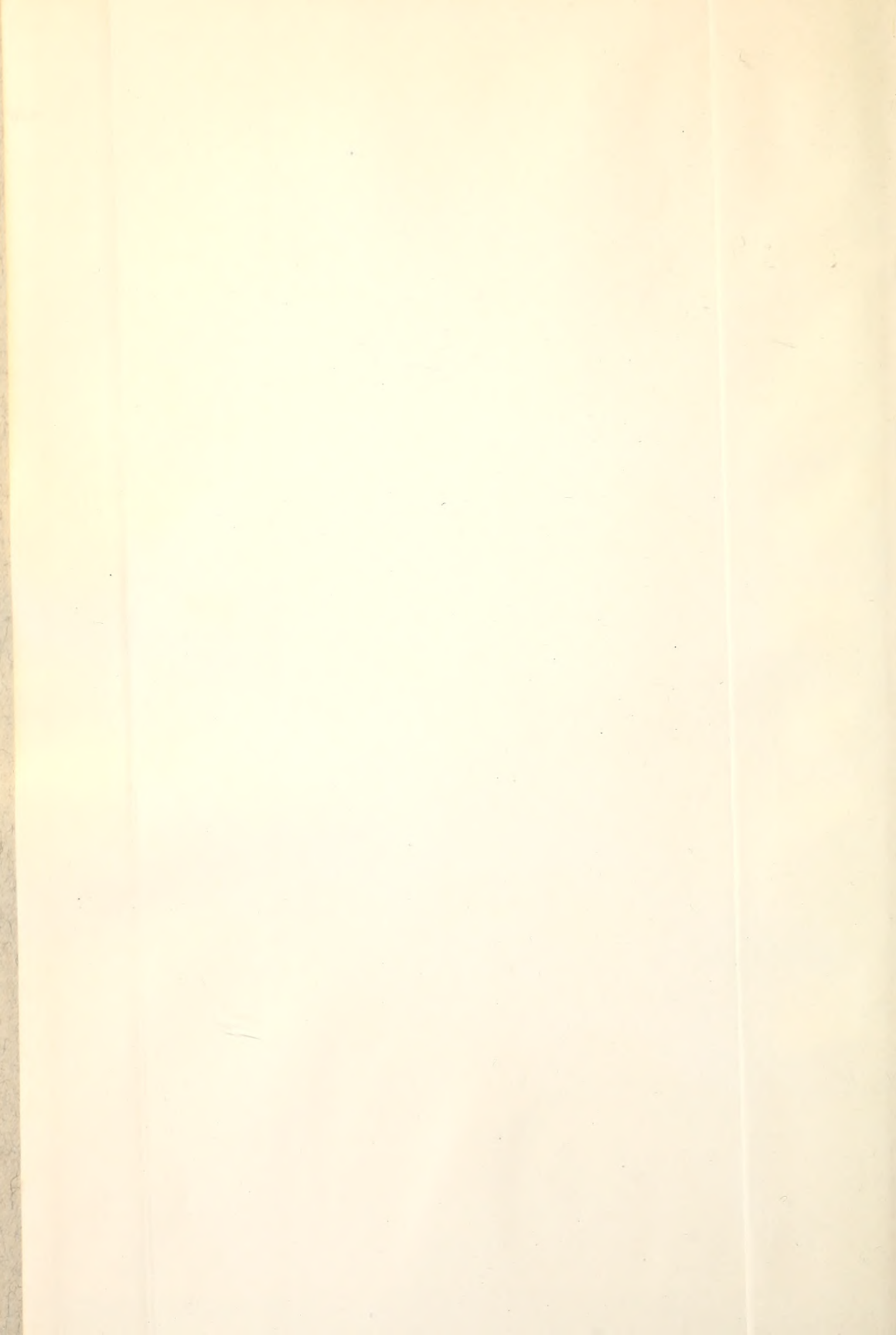




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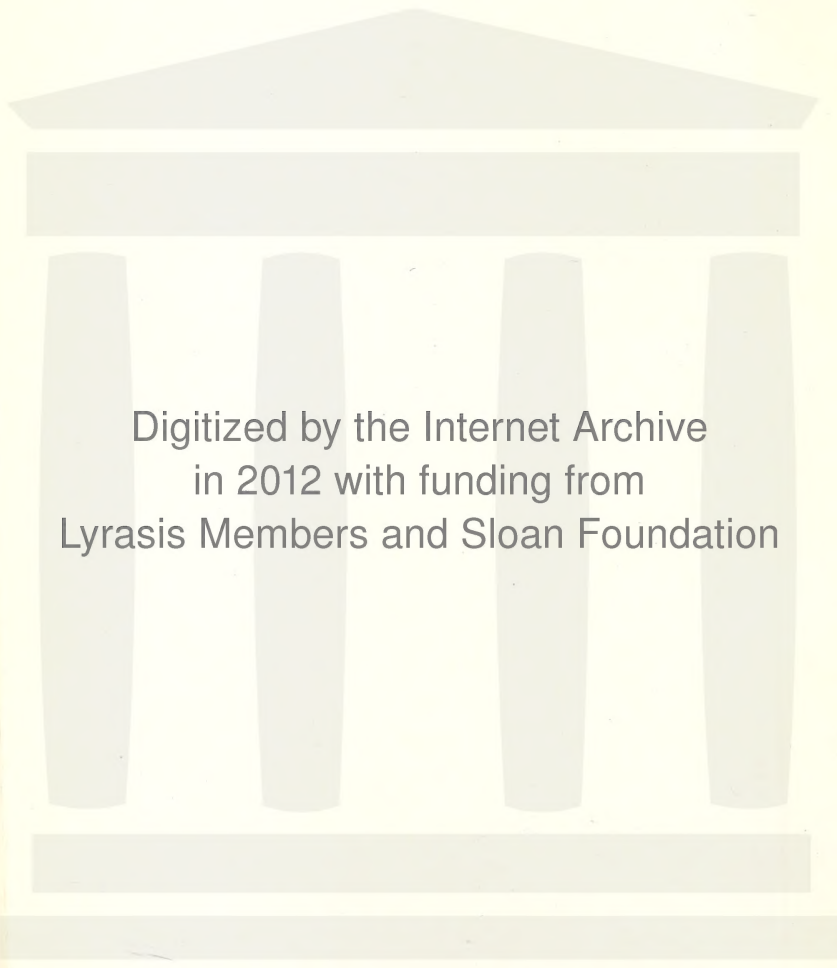






SATCHER - MANNING, PHILA.

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EIGHTY-FIRST ANNUAL REPORT

OF THE

MANAGERS

OF THE

Pennsylvania Institution

FOR THE

Instruction of the Blind

PRESENTED TO THE ASSOCIATION

AT THE ANNUAL MEETING, DECEMBER 18, 1913

1914.



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***Proceedings of the Eighty-First Annual
Meeting of the Association.***

The stated annual meeting of the members of The Pennsylvania Institution for the Instruction of the Blind was held on Thursday, December 18th, 1913, at 5.30 P.M.

Mr. J. Willis Martin was elected Chairman and Mr. Eli Kirk Price Secretary of the meeting.

The minutes of the last annual meeting were read and approved.

The annual reports of the Board of Managers and of the Principal and the report of the Committee of Audit and Inspection were presented and on motion were referred to the incoming Board to publish such portions of them as it might deem advisable.

Nominations of officers to serve for the ensuing year were made and on motion the Secretary was unanimously instructed to cast one ballot for those nominated. The Secretary reported that he had cast the ballot, as directed, and the Chairman declared the following persons duly elected:

OFFICERS OF THE INSTITUTION

Patron

HIS EXCELLENCY, GOVERNOR JOHN K. TENER

President

JOHN CADWALADER (1870)*

Vice-Presidents

GEORGE H. FISHER (1876)
WILLIAM DRAYTON (1882)
ALFRED L. ELWYN (1884)
J. WILLIS MARTIN (1890)

Corresponding Secretary

ERNEST ZANTZINGER (1890)

Recording Secretary

ELI KIRK PRICE (1897)

Treasurer

JAMES CROSBY BROWN (1906)

Consulting Physician

CHARLES D. HART, M.D. (1912)

Consulting Surgeon

HENRY R. WHARTON, M.D. (1900)

Managers

Owen Wister	(1891)	Jos. Lapsley Wilson	(1907)
James P. Hutchinson, M.D.	(1894)	Edward Hopkinson	(1910)
John S. Newbold	(1899)	William Masters Camac	(1910)
Sydney G. Fisher	(1901)	George W. Norris, M.D.	(1912)
Geo. E. de Schweinitz, M.D.	(1905)	George S. Robbins	(1912)
Beauveau Borie, Jr.	(1905)	William H. Jefferys, M.D.	(1913)

* First elected a manager or an officer.

STANDING COMMITTEES

Finance

JOHN S. NEWBOLD JOS. LAPSLEY WILSON
WILLIAM DRAYTON EDWARD HOPKINSON
 GEORGE W. NORRIS, M.D.

Instruction

GEORGE H. FISHER OWEN WISTER
WILLIAM DRAYTON JAMES P. HUTCHINSON, M.D.
J. WILLIS MARTIN SYDNEY G. FISHER
 GEORGE E. DE SCHWEINITZ, M.D.

Household

ERNEST ZANTZINGER WILLIAM MASTERS CAMAC
BEAUVEAU BORIE, JR. GEORGE W. NORRIS, M.D.
JOS. LAPSLEY WILSON GEORGE S. ROBBINS
 WILLIAM H. JEFFERYS, M.D.

Admission and Discharge

WILLIAM MASTERS CAMAC EDWARD HOPKINSON
BEAUVEAU BORIE, JR. CHARLES D. HART, M.D.
 WILLIAM H. JEFFERYS, M.D.

City Office

JOS. LAPSLEY WILSON ERNEST ZANTZINGER
 WILLIAM MASTERS CAMAC

Ladies' Visiting Committee

MRS. JOHN CADWALADER MRS. WILLIAM H. PATTERSON
MRS. EDWARD COLES MRS. R. M. CADWALADER, JR.
MRS. ELI KIRK PRICE MRS. E. FLORENS RIVINUS

OFFICERS OF THE HOUSE

Principal

OLIN H. BURRITT

Prefect

NEIL CROWLEY

LITERARY DEPARTMENT

Principal Instructors

ALBERT G. COWGILL

ELSIE G. HOWARD

Assistants

MARY QUINN
MABELLE R. GRIGG
AMY K. HALFPENNY
ETHELWYN DITHRIDGE
FAIRMAN R. McCALL
CLAUDIA POTTER
PHILIP A. RANDLE

GRETA V. DAVIS
HAROLD MOLTER
MAY D. SUMMERS
JOSEPHINE K. DAWLEY
ISABEL S. LONG
MARIAN L. SIMPSON

HAROLD MOLTER, MAY D. SUMMERS, *Physical Culture*
JESSIE ROYER GREAVES, *Physical Expression and Declamation*

Assistants at the Kindergarten

MINNIE BUSH, *First Grade*

ANNIE K. HARTMAN, *Connecting Class*

RACHEL T. MILLER, *Kindergartner*

ANNIE G. McLAUGHLIN, *Principal's Assistant*

HELEN AUBRY, *Assistant in Principal's Office*

MICHAEL WILLIAMS, *Monitor*

MUSIC DEPARTMENT

Principal Instructor

RUSSELL KING MILLER

Assistants

MME. EMMA SUELKE-SHAW, *Voice*

THOMAS H. ERVIN, *Piano, Organ and Harmony*

OSCAR H. BILGRAM, *Piano and Harmony*

CLARA HAINES MARTIN, *Piano*

MARY E. DAVISON, *Piano*

S. GERTRUDE REESS, *Music Reader*

JACOB BAUSCH, *Tuning and Class Singing*

MANUAL TRAINING AND WORK DEPARTMENT

PHILIP A. RANDLE, *Wood-sloyd*

JAMES HAMILTON, *Broom-work*

MILLARD HARDMAN, *Carpet, Hammock, Broom-work*

HERBERT HARTUNG, *Cane-seating, Reed, Raffia*

ELIZA M. ROSS, *Work Mistress and Teacher of Domestic Science*

EDITH MANNING, *Reed, Raffia, Knitting, Crocheting*

MABEL COLVIN, *Machine Sewing*

AMY K. HALFPENNY, *Cane-seating*

FIELD OFFICER

LIBORIO DELFINO

LIBRARY AND PRINTING OFFICE

SARAH STERLING, *Librarian and Proof Reader*

HERBERT HARTUNG, *Assistant to the Librarian*

OLIVER R. HEINZE, *Stereotyper and Printer*

NELLIE G. MCINTYRE, *Stereotyper and Proof Reader*

WILLIAM S. RUTLEDGE, *Stereotyper*

IDA E. PRICE, *Proof Reader*

JESSIE D. GUTZLAFF, *Proof Reader*

Matron

ELIZABETH C. LORIMER

Housemothers

<i>Girls</i>	<i>Senior</i>	<i>Boys</i>
ELLEN N. TRULL		LIDA C. WARD
	<i>Intermediate</i>	
MARY M. WEBER		MARY A. PALMER
	<i>Primary</i>	
AMELIA K. GRIER		GERTRUDE RAWLINGS
	<i>Kindergarten</i>	
ANNA S. MACKNIGHT		ELIZABETH K. WEBER

Chief Engineer

JAMES A. PLATT

Attending Physicians

FRANCIS W. SINKLER, M.D.

WILLIAM DRAYTON, JR., M.D.

THOMAS B. HOLLOWAY, M.D., *Ophthalmologist*

WILLIAM PENN VAIL, M.D., *Laryngologist*

THOMAS W. BUCKINGHAM, D.D.S., *Dentist*

***Eighty-First Annual Report of the Board of
Managers to the Members of the Association,
to the State Board of Charities and to
the Legislature.***

It is hoped that all who receive this Report will read carefully the Principal's statement of the work of the Institution.

The most important advance in training the blind to meet the disadvantages in life which loss of sight involves has been their physical development. A visitor to the school to-day, watching the wonderful agility of the students in the gymnasium or on their athletic field, would find it hard to believe that they were without sight. The swimming pool, the Boy Scout movement and the competing gardening present other fields of activity very surprising to those who are not familiar with what has been accomplished in recent years in making the blind self-reliant, and for this reason more capable of self-support. In addition to these evidences of improvement, the dramatic performances of the girl pupils have been equally interesting. The dancing and concerted activity on the stage show an easy grace and facility of movement that a few years ago would have been impossible.

The views of the Principal as to the application of the Act of the Legislature in regard to the care of the infant blind should be carefully considered and if the Institution is asked, as it probably will be, to care for these infants, the best mode of meeting such a request will require deliberation. The Principal is clearly right as to the wisdom of leaving the children during their years of infancy under parental care where the conditions justify such a course.

Where they can receive no proper supervision the provisions of the law should be met and our Institution may be naturally looked to to meet the need.

The Acts of the Legislature relating to the Prevention of Blindness are of the highest value. The fact that thirty-two per cent. of our pupils have suffered from causes which properly treated at the time of birth would have been avoided, shows how important these enactments are.

The work of the Exchange at the City Office and the successful efforts of Mr. Delfino are most encouraging.

It has been a most satisfactory fact that since Mr. Burritt became Principal he has had most consistent and loyal support from the official staff which he found at the school, and very few changes have been made.

During the past year, however, several changes have occurred. The decision of Miss Dunning in consequence of her prolonged ill health, to resign as principal teacher of the girls' school, was regretted by every one connected with the Institution. During the many years in which she has filled the position her services have been invaluable. At the outset of her career she showed the truest sense of loyalty during a period of unrest owing to an unjustifiable attack upon the management. All that the Principal says of her is true and it is hoped that she may still regain her strength and be able to return to aid in our work.

The death of Mr. Robert St. Clair, who came to the school in 1863 when ten years of age, and had been "Supervisor of Music Practice" for more than twenty-five years, removes one of our oldest workers and he will be greatly missed. It is very gratifying that Mr. St. Clair, who with great prudence had saved from his modest earnings about eight thousand dollars, has made "The Chapin Home for the Aged Blind" his legatee.

This new but useful addition to the cause of the blind is progressing very satisfactorily; but is, of course, greatly in need of generous recognition by the public.

The Board of Managers have reason to be gratified by the result of the year's work and can confidently appeal to all who feel that the blind have especial claims on the community to aid in the work by contributions and legacies.

Respectfully submitted,

JOHN CADWALADER,
President.





Annual Report of the Principal to the Board of Managers.

GENTLEMEN :—

An examination of the six annual reports which I have presented to you shows that I have given considerable attention in these reports to the records that are being made by pupils who have left school, as well as to the nature and the quality of the work that is being done in the class-rooms. Emphasis has been placed upon the practical results of our training here at Overbrook as indicated by the success of our graduates and of those who, while not remaining long enough to graduate or perchance not being possessed of the requisite intellectual ability to meet our requirements for graduation, still have remained long enough to be sufficiently moulded by the training they have received here to enable them to attack more intelligently and more hopefully the problem of self-support. Since the school came to Overbrook in January, 1899, fifteen years ago next month, the average number of pupils discharged annually and the corresponding number of new admissions has been about thirty. Among these have been pupils of all grades of ability, from the very backward—sometimes almost feeble-minded—child who gains admission only because he lives too far from the school to come for a personal interview, and is discharged within a few weeks or months (for we have here no provision for the custodial care of the feeble-minded blind child) to the university student who does work of such high rank as to win prizes awarded for scholarship, secure free scholarships for graduate study, or be elected to membership in the Phi Beta Kappa Society. I have just examined the list of graduates of the past six years and, although I am quite conversant with what nearly all our recent graduates are doing, I am surprised at the excellent showing they are making. I challenge an equal number of boys and girls of the same age and the same ability with the enormous ad-

vantage of full sight, to make a better showing; for it must be remembered that the average age of these young people upon discharge is little above that of the high school graduate with vision unimpaired.

Now very many of those who have had the advantage of the training furnished by this school in the eighty years of its existence have attained honor for themselves and have brought credit to the school long before the "field work" we are doing was thought of, but I do not hesitate to say again what I have often said recently, that so high a percentage of graduates and former pupils are remuneratively employed only because of the well-directed efforts of Mr. Delfino so concentrated upon this specific problem. Our aim, through the activities of the Field Officer backed by the entire organization of the school, is to have each pupil employed as gainfully as possible, considering his capabilities, *immediately upon leaving school*. We hope to aid in reducing mendicancy among the blind by removing what is made the excuse for it in many instances, viz., lack of employment.

But if the Field Officer has been helpful in aiding pupils to secure employment, the pupils themselves have justified our belief in them by meeting the demands of their employers and by holding in most instances the positions secured for them. And herein lies the best testimony to the good work that our teachers in all departments are doing and to the efficiency of the training afforded here. Our teachers are dealing with the raw material; the Field Officer with the finished product. Our aim here at the school is to develop each individual to the highest point of his capabilities. So if more has been said recently about the success of the efforts of the Field Officer in placing pupils who have left school, there is at least equal credit due to the efforts of all those here at the school who aim and labor hard to prepare pupils for successful careers after leaving school. It would be difficult to find anywhere a more unselfish and devoted body of workers, and I wish to make this public acknowledgment of my appreciation of their enthusiastic, unselfish, and untiring efforts in behalf of our boys and girls.

The several public presentations of "A Midsummer Night's Dream," so successfully given by our girls, has done more than anything else this year to bring

Dramatic Work. the quality of our work before people, many of whom are still given to speaking of our school as the "blind asylum"; to make clear to them that we are a boarding school for boys and girls who happen to be blind, closing for the customary holidays and summer vacations; and to emphasize the fact that our aim is so to train our normal pupils that they can succeed in life outside the protecting walls of the institution side by side with those who see. Early in October (1912) several of the teachers of the girls' school asked my approval, which was promptly granted, of a plan they had worked out of giving the "Play and Fairy Scenes" from "A Midsummer Night's Dream." That their efforts might have a worthy object and the generous sentiments of the girls be cultivated, the teachers suggested that the girls' school be permitted to contribute something toward the maintenance of the Chapin Memorial Home for Aged Blind as the boys' school had twice done through the medium of their Glee Club. The lines were learned in the class-room under the personal supervision of the teachers of the several grades involved, and under the direction and with the assistance of the teacher of physical expression and declamation. The dances were taught by the teacher of physical culture as a regular part of the work in physical education—in the gymnasium during the winter, on the lawn when the weather permitted. Mendelssohn's music, which was used to accompany parts of the play, was taught by one of the teachers of music as a regular class exercise, the teacher of vocal music giving general supervision of the chorus singing and individual instruction for the solo parts. The costumes, for all except a few of the principal characters, were made under the direction of the work mistress, the older girls very generally making their own, while teachers, house-mothers and other officers, gave generously of their free time to render the necessary assistance in making the costumes for the little fairies. As the time approached for

their public appearance a little more time was necessary for rehearsals, but the principal work was done during the regular class periods and outside of school hours, and represents long continued patient effort on the part of pupils and teachers alike. Their work fully justified our confidence in them and was extremely gratifying to us all when on Thursday evening, April 3rd, at Scottish Rite Hall, Broad and Race Streets, they presented the play so successfully with but a single rehearsal upon a stage with which they were, until the rehearsal, totally unfamiliar. A large audience, sympathetic and appreciative, greeted them, and over \$400.00 was realized for the Chapin Home.

A request came almost immediately from one of the managers of the Evening Home and Library Association that the play be repeated for the benefit of that worthy charity, but as we were so near the close of the school year it did not seem advisable to undertake it at that time. Shortly after school opened we began to rehearse the several parts, and on December 3rd (1913) the entertainment was repeated for the benefit of the Evening Home and Library Association and for the Graduates' Loan Fund which we desire to see established in connection with our school. This time about \$500.00 was realized, to be shared equally by the Association and the Loan Fund. On Wednesday, December 10th, selected portions of the play were given at the Walnut Street Theatre at the annual meeting of the Drama League of Philadelphia before an audience entirely different from those before which they had previously appeared.

This dramatic method in teaching is not new with us: for many years, it was employed by the grade teachers and much of the actual detail work of teaching the parts is still done by them. But when in 1901 Mr. Allen selected a teacher specially trained for this work, it was for the definite purpose of emphasizing this work in oral and physical expression. Four and five years ago the boys gave, with equal success, several scenes from "The Merchant of Venice"; and something like this, only less ambitious and less perfect because less time is spent upon it, may be seen in the school

auditorium on almost any Wednesday or Friday morning—the former being reserved for the girls, the latter for the boys.

The value of the dramatic method in teaching is beginning to be more generally recognized and it is receiving greater emphasis at the hands of our leading educators. Of dancing G. Stanley Hall says: "Its great psychotherapeutic value when stimulated or inspired by good music is beyond all question. . . . Its prophylactic value is probably greater than we yet realize". And of folk dances: "Few understand what pedagogical gems the best folk dances are or with what condensed meanings they are freighted. They are not merely wholesome exercises or amusements, but moral, social and æsthetic forces, condensed expressions of ancestral and racial traits. . . . Another great role of dancing is acting out history, and mythology, setting forth the records of the past with maximal insistence at every point on the motor elements with the best elocutionary and dramatic accompaniments. Thus we not only fix in memory but vitalize by bringing home to the heart and life great personages and events, so that we have here a new way of teaching history. Festivities and celebrations rehearse events in condensed and symbolic form until they stand out as real and are etched into the soul not only of the actors but of the spectators".*

From this dramatic work our pupils will reap all the advantages that accrue to the seeing child, and others that are particularly necessary and desirable for those who do not see. The teachers who are doing this work mention among others the following advantages:

It gives to blind pupils an idea of the "stage picture" and helps them more to relate themselves to the audience than individual declamation does.

It overcomes self-consciousness and stage fright more than individual declamation does.

It demands speed and accuracy in thought and action.

It gives the greatest development to the sense of direction.

* "Educational Problems," Vol. I, p. 43 *et seq.*

It increases the blind pupil's confidence in his ability to get around.

It saves much time in the teaching of "how seeing people act".

As too much introspection is to be guarded against, something of this kind furnishes talk and thought for free time.

Rehearsals call for self-sacrifice.

The attention of the pupil is concentrated upon the instruction given for various reasons—ambition to rank high, and above all for the joy of the rhythmical expression.

To be the character, one's own identity must be lost, every movement and speech must be representative, which helps to give poise and freedom of movement—necessary attributes of grace.

Those who respond slowly to external stimuli—who are slow to hear, and to observe—are often completely transformed. Their sense perceptions are quickened and the clumsy, awkward body becomes agile and graceful.

The concert, which our pupils have given annually for the past twenty-two years at least, was given again this year

at Horticultural Hall on Tuesday evening,
Our Twenty-second Annual Concert. April 15th, 1913 by our school chorus, numbering this year about sixty voices, assisted by Miss Virginia Cartee, soprano—a graduate of the Alabama School and of our school in June, 1911—Mrs. Russell King Miller, contralto; Mr. Nelson A. Chesnutt, tenor; Mr. George Russell Strauss, bass; and by about fifty members of the Philadelphia Orchestra. The program rendered consisted of the following selections:

Finale to the First Act of the unfinished opera Loreley,

F. Mendelssohn-Bartholdy

Scene from Samson and Delilah.....*C. Saint-Saens*

MRS. MILLER and MR. STRAUSS

The Water Nymph (for female voices).....*Anton Rubinstein*

Gypsy Life*Robert Schumann*

Lovely Rosabelle*George W. Chadwick*

A Wanderer's Psalm*Horatio Parker*

The concert maintained the high standard set by our singers and again demonstrated the possibilities of a chorus of young singers without sight under a careful, systematic and prolonged course of training.



A MIDSUMMER NIGHT'S DREAM
Titania, Queen of the Fairies.

Among the programs on subsequent pages of this report will be found one rendered by the pupils in the auditorium of the school, on March 3rd, 1913, in commemoration of the seventy-fifth anniversary of the birth of David D. Wood. All the music was of Mr. Wood's composing, and the reminiscences given by Mr. Adam Geibel, who was first a pupil and then an associate teacher of Mr. Wood, were interesting and a source of inspiration to our younger pupils who had never known Mr. Wood.

Observance of Mr. Wood's Birthday. At our teachers' meetings, held bi-weekly from October to June, papers upon the following subjects have been presented as a basis for discussion and subsequently filed in our special library:

Is the Teaching of Pencil Writing to the Blind	
Practicable?	Miss Miller
Present Day Methods of Piano Instruction.....	Mr. Miller
Qualifications for the Study of Music.....	Mr. Bilgram

Four years ago I told of the spread of the school garden idea from the kindergarten to the main school. This interest in gardening continues, the girls of our first **School Gardens.** four grades, the boys of our first six grades maintaining gardens under the sympathetic guidance of their teachers. Our boys, learning that a school garden contest was being conducted by one of our evening papers, were eager to enter the contest. With what success is told in the succeeding paragraphs by Mr. Cowgill, principal teacher in our boys' school, who is himself keenly interested in gardening and succeeds in arousing interest in teachers and pupils:

"Interest and enthusiasm in the school gardens continued unabated throughout this last year. And when these twin incentives are aroused in any school lad, we have the ideal plan for good and effective work.

"Gardening took its place in the boys' school curriculum four years ago when two rectangular plots of ground, each 20 by 150 feet, were turned over to us for experimentation in this line of work. From the very beginning these

gardens have been a success, the interest increasing each year as new ideas and experiments were tried; for, as every teacher in a school for the blind knows, we must be continually trying new plans and methods of teaching. A boy without sight cannot make and cultivate his garden without the supervision of a sighted person. With this supervision, little or much, depending on the boy and on the teacher, success is assured.

"Two things made the school gardens more successful this year. In the first place, an important change was made in the time of conducting the outdoor classes. Heretofore, we had found it hard to stop the planting, weeding, and general cultivation in order to meet the scheduled time of the next class period. To overcome this the program was so arranged that few conflicts existed, thus giving each class a straight two-hour vacation in their garden.

"In the second place enthusiasm ran high, almost to the breaking point, when the boys, sixty-two in all, voted unanimously to enter the school garden contest conducted by the *Evening Telegraph*, an afternoon paper of the first rank. This contest not only allowed the public and private schools to enter, but any individual desiring to compete could do so.

"The pupils attempted to grow only the most ordinary of small vegetables. They were careful to arrange all their plots symmetrically, to keep all lines straight and true, and to guard carefully the more tender and delicate plants by placing them in the center of their plots, which were five by twenty feet.

"Simple as were the gardens which had been increased this year by an additional plot 20 by 150 feet, the three flower gardens in the foreground planted in sweet alyssum, nasturtiums, corn flowers, marigolds and zinnias, attracted a great deal of attention.

"In the contest, judged by an expert from one of the largest seed houses in the city, the first, second and third prizes were won by our boys. Besides these prizes, eight 'certificates of merit' were awarded to eight proud boys. This contest was judged on neatness, style of arrangement, perfection of products, and general excellence.

"The purposes of gardening are many: it is another means of outdoor exercise, a valuable incentive to nature study, a good way to teach manual training; it gives an opportunity to inculcate a love of work; but first, last and always the aim and object of gardening in school, in any grade, is character-building."

The activities of our Boy Scouts were quite fully set forth in my report last year, but the organization has had such a healthy growth and has achieved so much during the year that I have asked Mr. Boy Scouts of America, Troop 118, Philadelphia. Molter, the Scout Master, to tell briefly how the troop has grown to nearly three times its original proportions, how it won the prize of a United States flag on Memorial Day, and what the needs and plans for the future are.

“Two events which stand out above all others in the history of the troop of Boy Scouts at Overbrook are the all-day hike to and from the log cabin at Wayne; and the big meeting of Boy Scouts at Cobb’s Creek on the 30th and 31st of May, 1913.

“Ever since its organization, the troop has been accustomed to spend pleasant afternoons in hiking to Bala, or some near-by wood, preparing supper there, and engaging in the various activities included in the scout program. The troop has grown in numbers from eight to twenty-one, and several boys are preparing to pass the test for admission.

“Of the two events mentioned above, the first was our longest hike. We tramped for ten miles or more, until we reached the spacious log cabin which had been built by the scouts of Delaware County, at Wayne. There we cooked our dinner, and spent the afternoon in practicing bandaging and passing tests in fire-building. After supper cooked in the big stone fireplace, we started on our homeward journey with colors flying.

“At the Memorial Day Field Meet, we took our large tent to the camping ground and spent two afternoons there. On Saturday, the 31st, a number of the troops presented exhibitions of scouting activities in competition for prizes. Troop 118 built pyramids, and was awarded a large American flag as fourth prize. This may now be seen floating proudly beside our tent which is still used for sleeping purposes.

“The troop is now working on the requirements for second class tests which include signaling and first aid to the injured. One need has been felt by the members of Troop 118. The scout uniform is a very important part of the equipment of each boy, for it is worn on hikes and at all functions at which scouts appear. The boys are very anxious to have uniforms and have been trying for some time to

work up a plan whereby they may earn enough money through their own efforts to be able to purchase the proper garments.

"It will perhaps be interesting to some to know that one of the boys of our troop had the pleasure of accompanying a number of picked scouts to the peace celebration at Gettysburg this past summer. It was an experience which he will never forget; and, judging from reports about him, he proved himself very efficient and helpful.

"Efforts are now being made to have all of the scouts become second class scouts, and with that end in view meetings are held every Wednesday afternoon."

At the close of the academic year in June, Margaret McGuirk completed the two years' course at the Neff College Graduates at of Oratory; Edward Henahan and Arnold Special Schools Deason earned the Teachers' Certificate at and Higher the Sternberg School of Music; and John Institutions of Heyse and Leonard Rambler received their Learning. degrees from the University of Pennsylvania. All completed their work with credit; some of them, notably the two boys at the University, with very high standing. So far they have all fully justified the additional advantages which have been accorded them.

Ralph Wolfgang continues his work in the high school of his home town where he is taking high standing. Walter McDonald and Harold Howard are pursuing the studies of the sophomore year, the former at the University of Georgia, the latter in the Wharton School of Finance at the University of Pennsylvania. Genevieve Caulfield completed with credit her junior year at Trinity College, Washington, D. C., and has this fall entered the senior class of Teachers' College, New York City, with a view to securing more direct preparation for teaching and that she may have broader opportunities for observing work for the blind, than were open to her in Washington. Three members of the Class of 1912 are attending higher institutions of learning in the city. Fred Barnett is studying wood-sloyd and clay modeling at the School of Industrial Art; Harry Hartman is pursuing his musical studies here at the school and is taking two special courses at the University of Pennsylvania; and How-

ard Burritt has this fall matriculated in the Arts course at the University of Pennsylvania.

That so many of our graduates and former pupils get so well started in remunerative positions, whether by their own unaided efforts as some do, by the combined efforts of the individual and the school, or by the efforts of the school largely through the Field Officer, is very encouraging to all the staff; that so many retain their positions and continue year after year to be even more gainfully employed is still more encouraging. Of the eleven graduates and former pupils whose employment is enumerated in the last report, ten are still employed—seven in the positions secured last year, three in similar positions—and all at an increased compensation.

And again this year we are able to report that at least eleven other graduates or former pupils have secured regular gainful employment. Of the positions secured by the five former pupils, not graduates, all of whom possess a little useful vision, at least three are the direct result of the efforts of Mr. Delfino. In November (1912) Marie Smith became the tutor of a backward blind child. In March (1913) a position at the Jesse Jones Paper Box Factory was secured for Frances Lowrey. In May (1913) James Finnegan, who left school in 1907, accepted the opportunity made for him to learn tuning at the Cunningham Piano Factory—an opening possible only because he possesses some useful vision. John George in June (1913) began teaching caning, weaving, basket-making and other industries for the New York Association for the Blind. And in September (1913) Henry Sheetz entered the employ of the Delaware Commission for the Blind as general utility man.

Of the graduates, Martin Kurtz of the Class of 1909 in December (1912) opened a small store where he is successfully conducting a grocery and candy business. In June (1913) Ruth Buck of the Class of 1910 was employed as Home Teacher by the New York Association for the Blind. Of the six graduates, three are members of the Class of

1911: Virginia Cartee, our Alabama girl, in July last secured a position to teach a little blind girl in her home at Fort Deposit, Ala., where she is also giving instruction in piano and voice to about twenty pupils from the local high school; in September (1913) a position at the Cunningham Piano Factory was secured by Mr. Delfino for Humbert Catto; and William Stevenson, in June (1913) became the Home Teacher of the Delaware Commission for the Blind. The most recent of our graduates to secure regular remunerative employment is Leonard Rambler, of the Class of 1905, A. B. University of Pennsylvania, 1913, who in October (1913) became Instructor in Tuning for the New York Association for the Blind.

Of these six graduates, one has considerable useful vision; one just enough in one eye to enable him to see objects at close range; one, light perception only; while three are totally blind.

Our Salesroom and Exchange, opened in May (1910) at 204 (old number 200) South Thirteenth Street, has again demonstrated its usefulness to blind people and has fully justified the expectations we had for it and the expense involved in maintaining it.

**The Third Year
of our Salesroom
and Exchange.**

A résumé of the results of the work accomplished within the year beginning December 1st, 1912, shows the following:

First.—Positions have been obtained for two graduates and six former pupils not graduates. The graduates and three of the six non-graduates are succeeding; three of the latter have failed. Of these eight, four are girls, four boys; two are totally blind, six have a little useful sight. The positions are: piano tuning (2); home teaching (1); helper in a work-shop for blind workmen (1); workers in factories (4). In addition to these, two men have been started in the newspaper business.

Second.—A few graduates or former pupils of the school have been temporarily employed to teach some of the industries they have learned at the school. Elwood M.

Govan, a graduate, spent a delightful month at the Middle Coal Field Poor District Almshouse instructing a score of inmates in making hammocks and laundry bags, the experiment meeting with entire success. Mrs. Eckley B. Coxe met all expenses. Henry Sheetz, a former pupil, spent ten pleasant and profitable weeks at West Chester giving instruction in chair-caning and hammock-making to a blind man on the estate of Mr. and Mrs. Richard G. Park, who paid all the expenses. This experiment also was a success.

Third.—The Field Officer was successful in securing for several graduates or former pupils eight engagements for entertainments in Byberry, Manayunk, West Philadelphia, Norristown, the New Century Guild and the Church of the Merciful Saviour.

Fourth.—Orders have been secured which have furnished work for the sightless workers in their homes: for rag carpets from ten department stores; for knitted goods and coat-hangers from five stores; and for hammocks from three stores. Mr. Delfino says, "These sales have been remunerative and stimulating to the blind, and instructive and convincing to those who have purchased the articles."

Fifth.—During the twelve (12) months from December 1st, 1912 to November 30th, 1913, the sum of \$5,662.38 was paid out by the Salesroom and Exchange to seventy-one (71) workers and consignors, and to the Pennsylvania Working Home for Blind Men.

Sixth.—A mere enumeration of the work done is an index to the nature and extent of what has been accomplished through the Salesroom and Exchange.

Pianos tuned	147
Chairs caned	1,559
Settees caned	3
Brooms sold	3,084
Coat-hangers sold	742
Rugs sold	706
Rugs woven (from rags furnished).....	28
Carpet woven (from rags furnished), yards.....	277
Carpet sold, yards.....	598¼
Flower hangers, made and sold.....	107
Baskets, reed, made and sold.....	77

Raffia bags, made and sold.....	11
Lamp and candle shades, made and sold.....	24
Mats, reed and raffia, small size.....	200
Carpet beaters	9
Trays	31
Rattles	10
Lamps	2
Automobile hamper	1

Seventh.—Our people are not only being helped to opportunities to earn but wherever they can possibly spare any of their earnings, they are being taught that even more difficult lesson of thrift. The Field Officer has been successful in persuading six boys to open accounts with the Western Saving Fund Society of Philadelphia. In several instances former pupils, whom we have aided in securing positions, have opened accounts with Building and Loan Associations. I regard this as a most essential part of the training of any young person and none needs it more than our boys and girls without sight.

Eighth.—The Salesroom and Exchange has been useful to a larger number of persons than heretofore in supplying them with material at cost. Cane was sold to 53 persons; Braille paper to 27; Braille slates to 7; awls to 5; beads to 7; grooved cardboards to 8; and brooms were advanced to 15.

One illustration will serve to show how helpful to the blind worker this assistance is. During the year Mr. Delfino arranged with the manager of a local chair factory to sell us rush and flag at cost; the former at 13 cents a bundle, the latter at 5 cents a pound. Retail dealers charge 40 cents a bundle for rush and 25 cents a pound for flag. This arrangement saves the worker 66 per cent. of the cost of the one and 80 per cent. of the cost of the other.

Ninth.—Thirty-five persons, chiefly adults who had recently lost their sight, consulted the Field Officer with reference to their readjustment to their new condition.

Tenth.—We are embracing every opportunity to co-operate to the fullest extent with all existing agencies for blind people. The Field Officer has frequent conferences, in behalf of blind men applying for work, with Superin-

tendent Hunt of the Working Home for Blind Men, from which factory we purchase nearly all the brooms sold by those whom we are aiding as salesmen of brooms. Now and then a case needing relief is referred to Dr. Robert C. Moon, who has at his disposal a small fund for the relief of the blind; or to the Philadelphia Society for Organizing Charity. We are also co-operating with the Pennsylvania Association for the Blind, Mr. Delfino visiting Scranton in January to aid the Association's secretary in organizing the Lackawanna Branch of the Association.

Eleventh.—Through the kindness of Mrs. Eckley B. Coxe and Mrs. Henry LaBarre Jayne, four young women, all former pupils, had two weeks' vacation at Buttercup Cottage, Chestnut Hill, or at Cloverly Lodge, West Chester.

Twelfth.—Opportunities have been found for some excellent publicity work, valuable alike for the workers and for our school. Exhibitions of some of the work of the blind were given at the Philomusean Club in West Philadelphia and at the Friends' Reading Circle in West Chester, Pa. A representative of *Vogue*, the fashion magazine, asked the privilege of photographing several articles at the Salesroom for display in that publication. The reproductions of the photographs appeared in the issue for December 1st and, as a result of the publicity thus obtained, thirty (30) orders were received from customers in twenty-eight cities in fifteen states. Several articles describing the work of the Salesroom and Exchange have also appeared in Philadelphia newspapers during the year, notably in *The Philadelphia Record*, *The North American*, *The Ledger*, *The Telegraph*, and *The Inquirer*.

A conservative estimate of the earnings of thirty-two (32) persons for whom positions have been secured during the past four years, of whom nineteen (19) were located in permanent positions, eight (8) established as newsdealers—four (4) with booths, four (4) with stands—and five (5) as broom dealers, hucksters, etc., shows total annual earnings amounting to \$12,960.00, distributed as follows:

ESTIMATED COMBINED ANNUAL EARNINGS OF

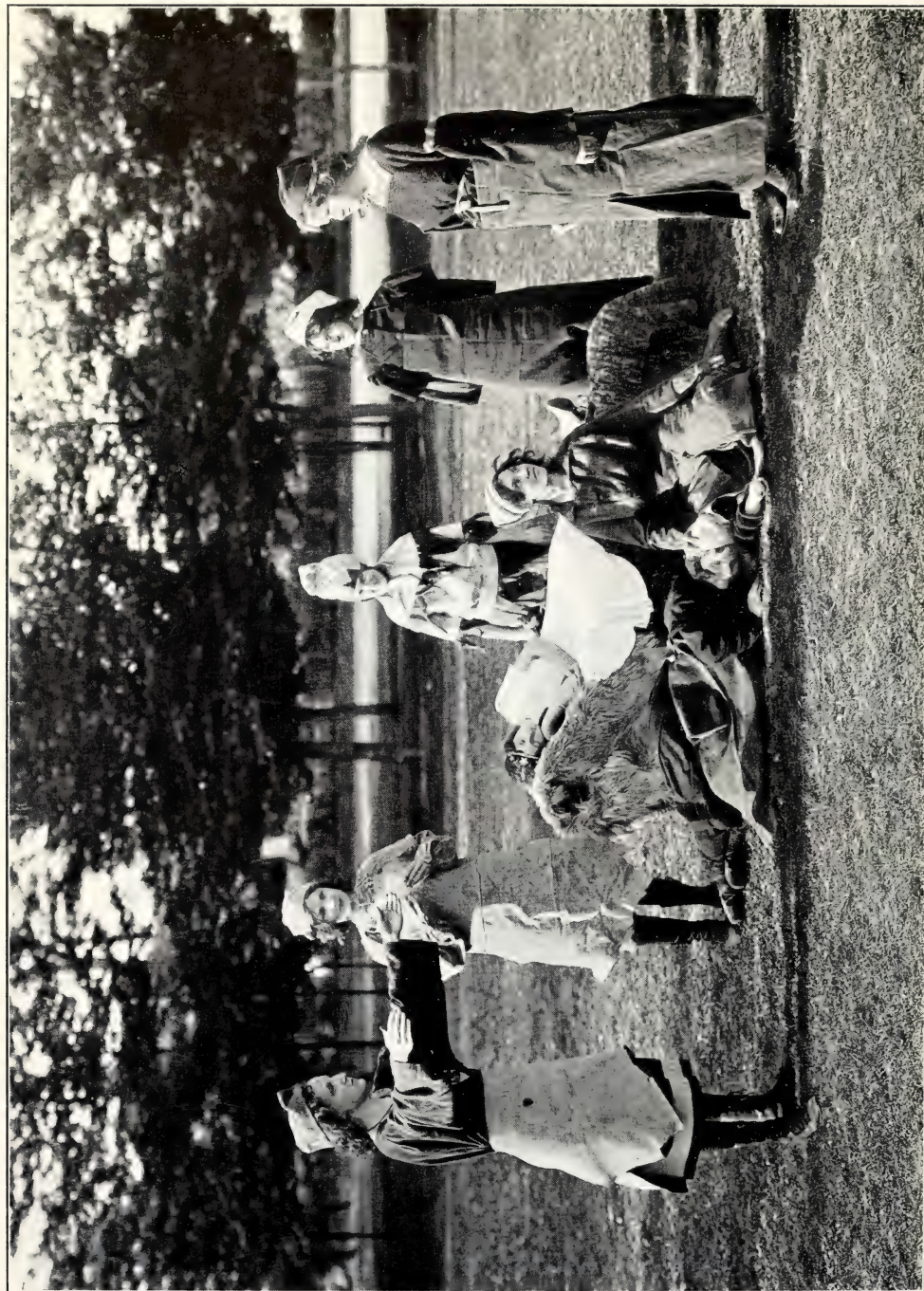
14 piano tuners	\$7,000.00
2 home teachers	1,175.00
1 handy man in a workshop for the blind.....	335.00
1 employee in a box factory.....	200.00
1 tobacco stripper	350.00
8 newsdealers	2,500.00
5 broomdealers, hucksters, etc.....	1,400.00

Estimated combined annual earnings of thirty-
two (32) persons permanently placed.... \$12,960.00

It is gratifying and encouraging to be able to report that the twenty-seven blind people placed in remunerative positions prior to December 1st, 1912 are still employed either in the positions originally secured for them or in others equally, or more, remunerative; and that with but few exceptions their work has been so satisfactory that their original compensation has been materially increased.

The changes in the corps during the past year have been more numerous and more significant than usual. The withdrawal late in November (1912) of Miss Dunning on account of ill health removes from the school a teacher who has served it longer with a single exception than any officer or teacher with sight now connected with the school. Miss Dunning came to the school as an assistant teacher in December, 1888, and in June, 1889, was appointed principal teacher in the girls' school—a position she had held continuously since that time—thus giving to the girls' school almost exactly twenty-four years of service—more than twenty-three years as its principal teacher. Miss Dunning and her friends here hoped all the year that she would be able to return to her work, but as she had not gained sufficiently to warrant the hope that she would be able to resume her duties at the opening of the new school year in September, she reluctantly presented her resignation in May (1913). She is still hopeful that she will be able to take up again the work she loves so dearly—a wish in which her friends here at the school heartily join her.*

* Miss Dunning died at her home, West Orange, N. J., February 1, 1914.



Bottom

Quince

Titania

Starveling

Puck

Snout

Snug

Flute

A MIDSUMMER NIGHT'S DREAM
Rehearsal of the Play around the sleeping Titania.

Miss Dunning's devotion to her girls and her influence upon them was unusual. She had their confidence to an exceptional degree. Not a girl in the school but felt that in Miss Dunning she had not merely a teacher but an interested friend. To her the girls went freely when they were troubled, assured that they would find a sympathetic listener. She was personally interested in each girl, and new pupils were not long in discovering that this personal interest was a characteristic trait. Where it was decided that occasionally a girl was sufficiently deserving and capable of more advanced training at normal school or college, Miss Dunning always gave freely of her time, usually in addition to her regular duties, to complete the pupil's preparation for entrance and to prepare her for the entrance examinations—a fact to which our normal and college graduates give generous and appreciative acknowledgment. I have been impressed with the attachment that the alumnæ of the school have for her and have not wondered as I have seen how interestedly she follows the careers of our girls after they leave school. During the past few years her interests broadened, leading her to ally herself actively with organizations that endeavor to aid the adult blind, among whom was occasionally a former pupil or graduate of the school. Thus she was a member of the Board of Managers of the Industrial Home for Blind Women, serving more recently as a member of its Committee on Admissions; even before the Chapin Memorial Home for Aged Blind was organized and incorporated she was actively identified with it, and during the past year she was chairman of the Advisory Committee on Admissions of the Board of Managers.

Such a teacher is missed and her place is not easily filled, but we were fortunate in having in the school a capable woman who had served the school most acceptably as an assistant teacher for nineteen years, Miss Elsie G. Howard who, by reason of her natural abilities, her training and her experience, is entirely capable of assuming the duties of principal teacher. Accordingly, Miss Howard was appointed in June (1913) to succeed Miss Dunning, and she is fulfill-

ing our expectations. The teacher of the fifth and sixth grades—the place made vacant by Miss Howard's advancement to the position of principal teacher—is Miss Josephine K. Dawley, of Silver Creek, N. Y., a graduate of the Fredonia (N. Y.) State Normal School and of Teachers' College, Columbia University, with five and a half years of successful experience. The sudden death of her father made necessary the resignation in August of Miss Simmons, who had done very acceptable work as our kindergartner for four years. Her place was filled by the transfer from the main school of Miss Miller, a trained kindergartner, who had taught our third grade girls for three years. Miss Miller's successor as teacher of the third grade is Miss Isabel S. Long, of Wayne, Pa., a graduate of the Radnor (Pa.) High School and of the William Smith College at Geneva, N. Y. Miss Croff, who had taught in our girls' school for five and a half years as teacher of first, second and fifth grades respectively, was asked early in September to become teacher of blind children in the public schools of Jersey City, N. J., to fill the vacancy caused by the death in August (1913) of Miss Myra H. Embree who went from our boys' school to this position three years ago. Miss Croff's successor as teacher of the fifth grade is Miss Marian L. Simpson, of Winthrop, Maine, a graduate of the Farmington (Maine) State Normal School, who has had one year's experience teaching sixth and seventh grade pupils.

Robert St. Clair, who has been our "Supervisor of Music Practice" since 1887, was stricken with apoplexy during the summer vacation and died at the Stetson Hospital October 9th, 1913. Mr. St. Clair came to the school in 1863 when a lad but ten years of age. In 1872 he was designated "resident assistant" and in 1884 he was made an "assistant" in the Music Department. He was faithful in the duties to which he had been assigned—pianist for the gymnasium classes and at the kindergarten, supervisor of music practice, and custodian of our embossed music—and he is missed by those who had depended upon him more than they knew.

By the addition of Section 1439 to amend the Act approved May 18th, 1911, entitled "An act to establish a public school system in the Commonwealth of Pennsylvania, together with the provisions by which it shall be administered and prescribing penalties for the violation thereof; providing revenue to establish and maintain the same and the method of collecting such revenue; and repealing all laws, general, special or local, or any parts thereof that are or may be inconsistent therewith" the last legislature has made it possible to provide for "the education of certain blind children under eight years of age." By this legislation the "State Board of Education is authorized to educate blind children residing in this Commonwealth under the age of eight years whenever from any cause the parent or parents thereof may be unable properly to educate them." Under conditions specified in the law, "the board may contract with any *non-sectarian* institution in this State or elsewhere established for the education of the blind whereby any such child may at a cost not exceeding one dollar (\$1.00) per day *to be paid out of the State school fund* be educated until it shall reach the age of eight years."

If it was the purpose of those interested in the passage of this law to provide only for *normal* blind children the maximum age limit should have been *five*, not *eight*, years; for our own school and the school at Pittsburgh are receiving all *normal* blind children *six*, and many *five*, years of age who come to our attention, providing their parents will consent to their leaving home at such a tender age. Our problem has always been to persuade parents that to defer providing training for their little blind child beyond six or seven years of age is disastrous to the child's future welfare.

It is my profound conviction—a conviction based not only upon ordinary humane grounds but upon conclusions reached after conferring with the parents of many young blind children and advising them as to suitable training for such children—that *only under very exceptional circumstances should a blind child be taken from its home before five years*

of age: indeed even under home conditions that are but fairly good it is better that such a child shall remain at home until six, seven, or eight years of age—the precise age to depend upon the home conditions, the intelligence of the parents, whether there are seeing brothers and sisters of somewhere near the same age, and other factors equally important in the early development of the child. If the seeing child needs the sympathetic mother love, how much more the child without sight! In this, as in many other matters affecting blind children, the same principles should be applied as in the case of seeing children; if the home conditions are such that the seeing child should be taken from the parents, the blind child too should be removed from the home. True, the education of a blind child is more or less a technical matter but the unconscious training which a normal blind child receives from his seeing brothers and sisters, if he be so fortunate as to have them, is not to be lightly regarded. Blind children who come to us from such surroundings are very much more normal and present much more hopeful problems.

Our schools should be ever ready to aid the parents by suggestion and advice. Let the parents, particularly the mother, visit frequently the kindergarten of the nearest school wherever possible, observe how young blind children are trained to be self-helpful, and take home to their sightless boy or girl what they learn by these visits. And where these visits are impossible, let the State or private charity provide a wisely sympathetic teacher with experience in teaching the blind, whose duty shall be to visit the home in which there is a young blind child as frequently as possible and aid the mother by helpful concrete suggestions.

Our investigations into the condition of the blind of Pennsylvania, Delaware and New Jersey disclosed only a few cases of young children who in our judgment ought to be removed from their homes. If work be done for normal blind children under five years of age along the lines suggested above, the expense to the State will be inconsiderable and the results will be far better than by expending the same

amount for removing a blind baby from its home, and caring for it in an Institution, Home or Nursery. And incidentally the parents will not be relieved altogether of a burden which should not be saddled entirely upon the community or upon private charity.

There will still remain a few blind babies whose homes are absolutely unfit; others who are orphans or half-orphans who must be cared for as this new law contemplates. For these few—and for these few alone—is this law a boon. And statistics show that this number is so small that it will be unnecessary for the State to make any extensive special provision for them by building an Institution to care for them. It will be just as humane, no less satisfactory, and very much more economical, to care for them at the existing Nurseries for Blind Babies such as are being maintained at Brooklyn, New York; Summit, New Jersey; and Boston, Massachusetts.

That I be not misunderstood I repeat that I have been speaking only of *normal* blind children under five years of age. There is urgent need for some provision for the training and custodial care of feeble-minded blind children of all ages, and adults too, not only in Pennsylvania but in every state of the Union; for I know of no provision anywhere for this portion of our blind population.

The legislature also passed two excellent laws whose purpose is to prevent unnecessary blindness. One requires "the reporting of cases of ophthalmia neonatorum by physicians, midwives and others" and "a reporting of the results of treatment of each case of said disease, and fixing a penalty for violation thereof;" the other regulates the practice of midwifery by providing for the licensing of midwives and the enforcement of the provisions of the law by the Bureau of Medical Education and Licensure of the state. Both are excellent laws and it is to be hoped that they will be rigidly enforced; for there is no better proof of the need of the enactment and enforcement of reasonable laws for the prevention of blindness than the statement that the stream of blindness from ophthalmia neonatorum continues to flow

to our schools with volume unabated—fifty-six (56) of one hundred and seventy-five (175), or 32 per cent. of the pupils who have entered our school between September 1906 and June 1912 being blind from this one cause.

Several of the states—notably New York, New Jersey, and California—have recently passed laws providing state funds (usually \$300.00 a year) for readers for blind students who are candidates for a degree at any college, university or other higher institution of learning authorized to confer degrees. As it is impossible at present for such students to be provided with embossed copies of all books needed for their work, it seems only just that they be given this much needed assistance which must be provided for them in some way if they are to accomplish the work at all. So far as our own graduates, living at the school and attending higher institutions of learning in Philadelphia, are concerned, our teachers have provided whatever assistance the pupils have had; but this has been done in addition to regular assigned duties presumably sufficient of themselves. The result has admittedly been that the pupils have done work of a high order in spite of their initial handicap of blindness and the added handicap of insufficient assistance from a reader. The percentage of our pupils who will probably profit by a course at some higher institution of learning is small, but the few pupils whose capabilities seem to warrant such advantages should have all the sighted assistance they need to insure their securing the most possible from advanced courses of study. At no time within recent years have there been more than three of our graduates at one time who would come under the provision of such a law, and it is not at all probable that there would ever be more than ten graduates of the two schools in the State attending such institutions simultaneously—five would probably be nearer the mark. The annual appropriation would therefore probably never exceed \$3,000.00, and \$1,200.00 or \$1,500.00 in any one year would without doubt be ample. The students ought to have this aid; there is no valid reason why such funds

should be provided from private funds alone; there are several valid reasons why they should be provided from public funds; the precedent has been established by several states; the amount required will never be large; and such a plan is not only vastly more economical than attendance at a college for the blind—were such an institution in existence—but it is far better for the student himself. I hope that provision for this instruction may be made by our state legislature at its next session.

The American Association of Workers for the Blind held its Twelfth Convention at the Illinois School for the Blind at Jacksonville, June 24th to 27th, 1913. The topics presented show that the officers of this Association, who were responsible for the program, are thoroughly conversant with the problems that are confronting all workers for the blind, no matter what their field of effort. The topics considered at the general sessions of the convention were these:

The Jacksonville (Ill.) Convention. The Other Blind Fellow. By George R. Bellows, Vice-President Associated Blind Men of Maryland.

How Can the Newly Blinded Adult Be Best Fitted to Minimize His Handicap and Hold His Place in the Community? Symposium compiled by Mr. and Mrs. Charles F. F. Campbell from suggestions gathered from workers in many States.

Granting That Pecuniary Relief Is Necessary for Some Blind People, How May This Need Be Met Best? Report of the committee, appointed at the Overbrook Convention, on the Dependent, Aged, Infirm and Homeless Blind: Lucy Wright, Chairman; O. H. Burritt, Charles Comstock.

Report of the Uniform Type Committee. Charles W. Holmes, Chairman; George M. Carmody, Elwyn H. Fowler, Miss Minnie Hicks, Miss L. Pearl Howard, Robert B. Irwin, H. Randolph Latimer, Edward J. Nolan, Ambrose M. Shotwell and Miss Georgia D. Trader.

What Specific Training Is Needed for the Field Worker, and How Can It Be Supplied? Report of the committee to consider this question appointed at the Overbrook Convention: Liborio Delfino, Chairman; W. I. Scandlin, Edward E. Allen.

How the School for the Blind Helped Me Most, and How It Might Have Helped Me More. Short addresses by graduates of schools for the blind. Claron L. Shafer, lecturer for the Ohio Commission for the Blind; Miss Minnie Hicks, instructor Maryland School for the Blind; Miss Fannie Kimball, Rhode Island State

Home Teacher; Miss Adelia M. Hoyt, Iowa, author of "After Graduation;" Newell D. Perry, instructor California School for the Blind; M. M. Garonzik, instructor Maryland School for the Blind; Miss Genevieve Caulfield, graduate Overbrook (Phila.) School for the Blind.

Elements of Strength and Weakness in Educating Blind Children in Schools for the Seeing and in Schools for the Blind. Miss Janet G. Paterson, Supervisor of Blind Children in the Public Schools, Newark, N. J.

At "Round Tables," which had been planned that a larger number of topics might be discussed by those particularly interested in one or more of them, the following subjects were considered:

How Can We Emphasize the Serious and Economic Problems Involved in the Inter-marriage of the Blind? Chairman: John F. Bledsoe, Superintendent Maryland School for the Blind.

Libraries for the Blind. Chairman: Lucy A. Goldthwaite, In charge Department for the Blind, New York Public Library.

Suggestions for Inaugurating Work for the Adult Blind. Chairman: Charles F. F. Campbell, Executive Secretary, Ohio Commission for the Blind.

In What Pursuits Can the Blind Be Employed with the Seeing? Report of the committee appointed at the Overbrook Convention. Chairman: Edward G. Pease, E. J. Nolan, Charles F. F. Campbell.

Some of the Problems of Workshops and Industrial Homes. Chairman: Millard W. Baldwin, Superintendent Maine Institution for the Blind. (a) Wages, Bonus Systems, Etc. (b) Boarding of the Workmen. (c) Methods of Promoting Contentment Among the Workmen.

This is the organization which held its eleventh convention here in June, 1911. While there were not as many in attendance at Jacksonville last summer as here two years ago, probably chiefly because Jacksonville is in a less populous portion of the country and the delegates had to travel longer distances, still the convention was even more representative; for the two hundred and sixteen delegates at Jacksonville came from thirty-three states, while the three hundred and twenty-four delegates at the Overbrook Convention represented but twenty-five states; and the fact that twenty-seven superintendents of schools for the blind and delegates from four other schools, *i. e.*, representatives from thirty-one

institutions for the blind, were in attendance at Jacksonville shows how general is becoming the spirit of co-operation between educators of the young blind and all others who are struggling with the problems of the adult blind. And this spirit of co-operation must extend until some plan is found whereby the conventions of these two national organizations for the blind—the “Association of Workers” and the “Association of Instructors”—shall either amalgamate or meet at the same place and at about the same time, thus making annual conventions unnecessary. No valid reason against complete co-operation any longer obtains, for we are all interested in a sufficiently large number of the topics considered at each convention to be eager to attend both.

No one can read thoughtfully the Report of the Uniform Type Committee of the American Association of Workers for the Blind, presented at Jacksonville (Ill.) last summer, without being convinced that this committee of devoted and capable blind people is conducting a most thorough and comprehensive investigation into this vexatious problem of a uniform type for the blind. With the advance toward a uniform type made since 1905—the date of the appointment of the first Committee by the Association—and with over \$3,000.00 at its disposal, subscribed at the Convention here two years ago and subsequently, it was the general expectation that the Committee, during the two years between the Overbrook (1911) and the Jacksonville (1913) conventions, would reach definite conclusions and recommend for adoption as the uniform dotted type of the future, that code which they would formulate as combining the best features of all dotted systems in use among English speaking people. Almost the only disappointment with the work of the Committee, discernible at the Convention, was this failure to make such a recommendation. But a uniform type that will stand the test of time will be one that results from natural growth which can no more be forced in the case of a type for the blind than in the choice of the best means of artificial illumination. The recommendations of the Committee do,

**Progress Toward
a Uniform Type.**

however, show definite advance toward the ultimate goal of a uniform type, when the Committee recommends that "the development of the complete system be in harmony with the principles of three-level, variable-base, and frequency of recurrence, the system to be known as the Standard Dot System."

It is also recommended that "the Uniform Type Committee be continued with a membership of seven, and instructed to carry on its work as outlined in this report"; and "that a fund of \$10,000.00 be raised and placed at the disposal of the Committee for use in the prosecution of its work."

I believe that there is no problem more vital in the education of the young blind than this of a uniform type and I am very confident that the only thing that will prevent the formulation and recommendation of the "Standard Dot System" at the next convention of this Association which is to be held at San Francisco in 1915 will be the failure of the friends of the blind to provide funds promptly which will enable the Committee to proceed at once with the additional work it has set for itself to do.

Within the twelve months ending December 1st, 1913, the following work was done in our printing office:

Large plates embossed	3,292
Small plates embossed	578
Medium plates embossed	268
Large sheets printed	16,824
Small sheets printed	21,038
Medium sheets printed	4,767
Interpointed sheets printed	20
Alphabet sheets printed	1,310
Christmas cards printed	244
Number of different books and pamphlets embossed in brass....	13
Number of pamphlets fastened in covers here.....	539
Number of sheets written by hand.....	4,417
Number of title pages written by hand	44
Number of girls employed in writing Braille	4
Amount of cash paid girls and press boys	\$136.25



A MIDSUMMER NIGHT'S DREAM

Pyramus and Thisbe, separated by the Wall, represented by Snout, a Tinker.

Plates were made of the following:

- Carlyle, Thomas (Completed)....Essay on Burns.
- Cicero, Marcus Tullius.....Selected Letters from Abbott's "Letters of Cicero."
- Emerson, Ralph Waldo.....Nature, from "Nature Addresses and Lectures."
- Dickens, Charles (Completed)...Old Curiosity Shop. 6 vols.
- Labiche, Eugène and Martin,
Edouard La Poudre aux Yeux.
- Mezger, Robert and Mueller, Wilhelm (Completed) Kreuz und Quer durch Deutsche Lande.
- Richards, Laura E.....The wooing of Calvin Parks.
- Scott, Sir Walter (Completed)..The talisman. 5 vols.
- Smith, F. Hopkinson (Completed) Forty minutes late.
- Thackeray, William M. (Completed) Henry Esmond. 5 vols.

The following are in press:

- Eichendorff, Joseph Freih.....Aus dem Leben eines Taugenichts.
- Livy.....Selections from Books XXI and XXII. Burton's Edition.
- Schiller, Friedrich Maria Stuart.

STATISTICS.

	BOYS	GIRLS	TOTAL
Resident at last report.....	108	108	216
Admitted	10	9	19
Population of the year.....	118	117	235
Discharged	10	13	23
Remaining at the close of the year.....	108	104	212

OF THE PUPILS ADMITTED, 17 were from Pennsylvania; 1 from Alabama; 1 from Tennessee. Of those in attendance during the year, 200 were partly supported by Pennsylvania (thirty-one counties being represented); 15 by New Jersey; 6 by Delaware, and the remainder by the Institution or by friends.

CAUSES OF BLINDNESS OF THOSE ADMITTED:—

Ophthalmia Neonatorum	5	
Optic Atrophy	3	
Congenital Cataracts	2	
Ulcerative Keratitis	2	
Buphthalmos	2	
Anophthalmos	1	
Iridochoroiditis	1	
Interstitial Keratitis	1	
Bilateral Anaridia and Ectopia Lentis.....	1	
Retinitis Pigmentosa	1	

Total admissions 19

NATIVITY:—Pennsylvania, 16; other States, 3.

RELATIVES BLIND:—One boy has a brother with defective sight. One girl has a brother with defective sight.

HEALTH:—With the exception of an epidemic of 14 cases of mumps and 22 cases of measles during the months of February, March, and April, which interfered somewhat with the routine of school work, the health of the school has been excellent.

STUDIES PURSUED DURING THE YEAR.

LITERARY DEPARTMENT.

	BOYS	GIRLS	TOTAL
KINDERGARTEN	5	7	*12
LANGUAGE:			
Reading	71	77	†148
Writing (Braille)	51	29	†80
Spelling	100	95	†195
Language	35	28	†63
Grammar	39	37	76
Rhetoric	11		11
Literature	20	24	44
Latin	34	23	57
German	22	10	32

* The number of children doing strictly kindergarten work this year is practically the same as it has been in recent years, but the children who are in the connecting class and the first grade have been taught the following subjects; reading, writing (Braille), spelling, language, number, modeling, drawing and nature work; and the first grade has had, in addition to these subjects, the following: ancient history stories, raffia and reed work, sewing (hand), gymnastics and, the boys of the grade, swimming. The numbers of pupils in the connecting class and the first grade are included this year with the number of those pursuing these subjects in the main school.

† Includes 14 boys and 11 girls in the first grade and connecting class at the kindergarten building.

MATHEMATICS:	BOYS	GIRLS	TOTAL
Number	14	27	†41
Arithmetic	62	49	111
Algebra	11	13	24
Geometry	5	7	12
HISTORY-CIVICS:			
Ancient	6	19	†25
English	20		20
American	49	47	96
Civics	11		11
Current News	86	52	138
SCIENCE:			
Nature Work	34	54	†88
Physiology and Hygiene	51	22	73
Physical Geography		13	13
Physics	11		11
COMMERCIAL SUBJECTS:			
Commercial Arithmetic	5		5
Bookkeeping	5		5
Business Law	5		5
Industrial Geography	11	71	82
Typewriting	44	42	86
FORM STUDY:			
Modeling	40	29	†69
Drawing	26	41	67

MANUAL TRAINING.

SLOYD	41		41
SHOP:			
Cane	60	21	81
Broom	39		39
Carpet	11		11
WORKROOM:			
Beadwork	12		12
Raffia and Reedwork.....	6	21	†27
Crocheting		28	28
Knitting		77	77
Sewing (Hand)	6	68	†74
Sewing (Machine)		42	42
Domestic Science		14	14

PHYSICAL TRAINING.

Athletics	83	81	164
Gymnastics	90	89	†179
Swimming	80	25	105

†Includes 6 boys and 8 girls in the first grade at the kindergarten building.

MUSIC.

	BOYS	GIRLS	TOTAL
Chorus Singing	84	85	169
Oratorio Chorus	20	38	58
Individual Voice Culture	9	11	20
Piano	37	43	80
Organ	7	3	10
Tuning	21		21

ACKNOWLEDGMENTS.

We desire to acknowledge our indebtedness to the following for the courtesies extended to us :

A friend, for sixteen season tickets to the concerts of the Philadelphia Orchestra.

Mrs. Eckley B. Coxe, for donations of \$100.00 for opera and theatre tickets, and \$25.00 for Christmas gifts.

Miss Kirkbride, for tickets for Miss Katharine Goodson's piano recital.

Strawbridge & Clothier Chorus, for concert tickets.

American Book Company, Publishers, for permission to emboss "Selections from Livy" and "Kreuz und Quer durch Deutsche Lande."

The Century Company, Publishers, for permission to emboss "Hugh Wynne."

Grosset & Dunlap, Publishers, for permission to emboss "The Call of the Wild."

D. C. Heath & Company, Publishers, for permission to emboss "Maria Stuart" and "Aus dem Leben eines Taugenichts."

Henry Holt & Company, Publishers, for permission to emboss "La Poudre Aux Yeux."

Respectfully submitted,

O. H. BURRITT,

Principal.

December 12th, 1913.

STATE.	PLACE.	NAME.	PUPILS		SUPERINTENDENT.
			ENROLLED 1912-1913	1912-1913	
Alabama	{ Talladega	Academy for the Blind		101	F. H. Manning.
	{ Talladega	School for Negro Deaf Mutes and Blind		22	J. S. Graves.
Arkansas	Little Rock	School for the Blind		121	John H. Himemon.
California	Berkeley	Institution for the Education of the Deaf and Dumb, and the Blind		78	L. E. Milligan.
Colorado	Colorado Springs	School for the Deaf and the Blind		42	W. K. Argo.
Connecticut	Hartford	Institute for the Blind		40	George H. Marshall.
Florida	St. Augustine	Institution for the Deaf and the Blind		33	A. H. Walker.
Georgia	Macon	Academy for the Blind		109	G. F. Oliphant.
Idaho	Gooding	State School for the Deaf and the Blind		15	W. E. Taylor.
Illinois	Jacksonville	School for the Blind		222	Robert W. Woolston.
Indiana	Indianapolis	Institute for the Education of the Blind		157	George S. Wilson.
Iowa	Vinton	College for the Blind		136	George D. Eaton.
Kansas	Kansas City	Institution for the Education of the Blind		88	Mrs. Grace Norton Roseberry.
Kentucky	Louisville	Institution for the Education of the Blind		122	Susan B. Merwin.
Louisiana	Baton Rouge	Institution for the Blind		65	G. C. Huckaby.
Maryland	{ Overlea	School for the Blind		135	John F. Bledsoe.
	{ Overlea	School for the Colored Blind and Deaf Mutes.			
Massachusetts	Watertown	Perkins Institution and Massachusetts School for the Blind		296	Edward E. Allen.
Michigan	Lansing	School for the Blind		155	Clarence E. Holmes.
Minnesota	Faribault	School for the Blind		113	J. J. Dow.
Mississippi	Jackson	Institute for the Blind		78	R. S. Curry, M. D.
Missouri	St. Louis	School for the Blind		121	S. M. Green.
Montana	Boulder	School for the Deaf and the Blind		24	H. T. Menzemer
Nebraska	Nebraska City	Institute for the Blind		60	N. C. Abbott
New Mexico	Alamogordo	Institute for the Blind		34	R. R. Pratt.
New York	{ Batavia	State School for the Blind		163	Charles A. Hamilton.
	{ New York City	Institute for the Education of the Blind		119	Everett B. Tewksbury.
North Carolina	Raleigh	Institution for the Deaf and Dumb, and the Blind		277	John E. Ray.
North Dakota	Bathgate	School for the Blind		29	B. P. Chapple.
Ohio	Columbus	Institution for the Education of the Blind		260	Edward M. Van Cleve.
Oklahoma	Muskogee	School for the Blind		68	O. W. Stewart.
Oregon	Salem	Institute for the Blind		35	E. T. Moores.
Pennsylvania	{ Philadelphia	Institution for the Instruction of the Blind		215	O. H. Burritt.
	{ Pittsburgh	Western Pennsylvania Institution for the Blind		141	T. S. McAloney.
South Carolina	Cedar Spring	Institution for the Education of the Deaf and Dumb, and the Blind		81	N. F. Walker.
South Dakota	Gary	School for the Blind		28	Lelia M. Curl.
Tennessee	Nashville	School for the Blind		239	J. V. Armstrong.
Texas	{ Austin	Institution for the Blind		244	E. E. Bramlette.
	{ Austin	Institute for the Deaf and Dumb and the Blind Colored Youth		41	J. H. Stewart.
Utah	Ogden	School for the Deaf, and the Blind		32	F. M. Driggs.
Vermont	Brattleboro	Austine School for the Blind		4	Helen G. Throckmorton.
Virginia	Staunton	School for the Deaf, and the Blind		78	W. A. Bowles.
Virginia	Newport News	Virginia State School for Colored Deaf and Blind		34	Wm. C. Ritter.
Washington	Vancouver	State School for the Blind		59	W. B. Hall.
West Virginia	Romney	School for the Deaf and the Blind		61	Parley De Berry.
Wisconsin	Janesville	School for the Blind		111	J. C. Hooper.
Wyoming	Cheyenne	Institution for the Blind and the Deaf and Dumb			Dept. for the Blind not yet opened.

RESIDENTIAL SCHOOLS FOR THE BLIND IN CANADA.—Corrected February, 1914.

PROVINCE.	PLACE.	NAME.	SUPERINTENDENT.
Nova Scotia	Halifax	Halifax School for the Blind	C. F. Fraser.
Ontario	Brantford	Ontario Institution for the Education of the Blind	H. F. Gardiner.
Quebec	Montreal	Mackay Institution for Protestant Deaf Mutes and the Blind	Harriet E. Ashcroft.
Quebec	Montreal	Nazareth Institution for the Blind	Sister St. Eulalie.

PUBLIC SCHOOLS IN THE UNITED STATES HAVING PROVISION FOR THE CO-EDUCATION OF THE BLIND AND THE SIGHTED.—Corrected February, 1914.

STATE.	PLACE.	SUPERINTENDENT.	SUPERVISOR OR TEACHER.	ESTABLISHED.	WHEN PUPILS ENROLLED
Illinois	Chicago	Ella Flagg Young	John B. Curtis	September, 1900	1912-1913. 55
Michigan	Detroit	Chas. E. Chadsey	Fanny S. Fletcher	January, 1912	12
New Jersey	Jersey City	Henry Snyder	Clara M. Croff	December, 1911	9
New Jersey	Newark	A. B. Poland	Janet G. Paterson	November, 1910	11
New York	New York City	William H. Maxwell	S. Florence Warren, <i>Acting</i>	September, 1909	155
Ohio	Cincinnati	Randall J. Condon	Ida Gaddum	September, 1905	19
Ohio	Cleveland	J. M. H. Frederick	Robert B. Irwin	April, 1909	42
Wisconsin	Bloomington	Stella Goldberg	Daisy Roberts	September, 1913*	3
Wisconsin	Milwaukee	A. E. Kugel, <i>Acting</i>	Carrie B. Levy	November, 1907	51
Wisconsin	Racine	Burton E. Nelson	Catharine M. Light	February, 1909	10
Total enrollment 1912-1913.					367

* This class has been discontinued during the current (1913-4) school year.

LIST OF PUPILS.

DECEMBER 1ST, 1913.

FROM PENNSYLVANIA.

BOYS.

Accession No.	Names	Received	Counties
2263	Baranoski, George S.....	1913	Berks.
2261	Beidel, George P.	1913	Philadelphia.
2049	Berninger, Percy E.	1906	Columbia.
2104	Bickel, Leroy A.	1907	Delaware.
2103	Bocella, Luigi	1907	Philadelphia.
2204	Bolden, Samuel	1911	Philadelphia.
2045	Boyle, Cornelius	1906	Philadelphia.
1903	Bradford, Allyn M.	1903	Philadelphia.
1936	Brown, Albert Edward	1903	Philadelphia.
2087	Burritt, Howard B.	1907	Philadelphia.
2111	Burth, John A.	1908	Dauphin.
2154	Carroll, Francis W.	1909	Montgomery.
2090	Chamberlain, George P.	1907	Montgomery.
2030	Connors, Clarence E.	1905	Susquehanna.
2085	Copeland, James Monroe.....	1912	Philadelphia.
2157	Cross, Wilfred M.	1909	Luzerne.
2195	Davis, John W.	1910	Lackawanna.
2214	Davis, William	1911	Montgomery.
2248	de Moll, Rupert B.	1912	Philadelphia.
1910	Diezel, Harold C.	1903	Philadelphia.
2057	Ditzler, Henry M.	1906	Montour.
2181	Doyle, John	1910	Philadelphia.
2238	Dutill, Samuel	1912	Montgomery.
2166	Elder, John Ross	1909	Montgomery.
2211	Evans, Haydn E.	1911	Lackawanna.
2167	Fellman, Harry	1909	Philadelphia.
2054	Finnegan, Joseph P.	1906	Philadelphia.
2267	Fry, John Monroe.....	1913	Northumberland
2120	Gantz, Charles G.	1908	Berks.
2270	Gavin, Martin Joseph.....	1913	Philadelphia.
2272	Gearhart, Kenneth C.....	1913	Clearfield.
2100	Graves, Francis S.	1907	Lackawanna.
2116	Hachenburg, George	1908	Philadelphia.
2268	Hadjehli, Joseph	1913	Philadelphia.
1922	Haggerty, Gerald	1903	Philadelphia.
2253	Harman, Lyle R.....	1913	Schuylkill.
2097	Hartman, Harry C.	1907	Franklin.
2244	Hearn, Harold V.	1912	Philadelphia.
1942	Henahan, Edward	1904	Luzerne.
2002	Hepler, John	1905	Luzerne.
2206	Hoffman, Norman H.	1911	Berks.
1849	Howard, Harold DeV.	1901	McKean.
2173	Huber, Alvin	1910	Lackawanna.
1983	Hummel, Raymond E.	1904	Schuylkill.
2131	Ireton, William H.	1908	Philadelphia.
2256	Jackson, J. Dallas.....	1913	Chester.
2262	Jigerjian, Garabed	1913	Northumberland
1891	Jones, Clarence	1903	Luzerne.
2251	Kechak, John	1913	Lackawanna.
2175	Kessler, Samuel	1910	Philadelphia.
2234	Krause, Michael	1912	Philadelphia.

Accession No.	Names	Received	Counties
2199	Lentz, Daniel H.	1911	Lebanon.
2252	Lichtenwalner, Arthur P.	1913	Lehigh.
2169	Livingston, James F.	1910	Philadelphia.
2243	Matchey, Wenzel	1912	Luzerne.
2125	McCann, Joseph	1908	Philadelphia.
1883	McLaughlin, Francis	1902	Philadelphia.
2164	Merkel, Herbert L. Y.	1909	Berks.
1892	Miller, E. Earle	1903	Lycoming.
2150	Miller, Ralph S.	1909	Philadelphia.
2223	Oakes, Theodore	1911	Luzerne.
1961	Odenath, Frank F.	1904	Philadelphia.
2148	Opie, Webster H.	1909	Philadelphia.
1925	Perry, Kenneth W.	1903	Luzerne.
2192	Rank, Carl J.	1910	Union.
2142	Riley, Harry	1909	Philadelphia.
2102	Robbins, Henry Griffith	1907	Northampton.
1999	Rodkey, Earl W.	1905	Dauphin.
2177	Saville, Carroll	1910	Chester.
2207	Schrey, Frederick A.	1911	Philadelphia.
2224	Silverberg, Mandel	1911	Philadelphia.
2282	Smith, Howard John.	1913	Lycoming.
2230	Sobel, Benjamin	1912	Philadelphia.
2242	Spencer, Raymond	1912	Philadelphia.
2255	Stuhlmüller, John	1913	Philadelphia.
2117	Sweeney, Edgar S.	1908	York.
2020	Swinburn, Lester E.	1905	Philadelphia.
2210	Taylor, William R.	1911	Philadelphia.
2056	Tinsley, William Sheridan	1906	Philadelphia.
2202	Torbert, Harold B.	1911	Lycoming.
2284	Wachhaus, Gustav	1913	Schuylkill.
2066	Ward, George Ernest	1906	Philadelphia.
2137	Webber, Russel O.	1909	Luzerne.
2015	Weidert, Bernard W.	1905	Elk.
2145	Weigel, Theodore L.	1909	Lycoming.
2194	Weiner, Abraham	1910	Philadelphia.
2275	Wert, Monroe	1913	Montgomery.
2124	Wheeland, Ralph H.	1908	Lycoming.
2258	Whitaker, William	1913	Philadelphia.
1958	Williams, Archibald	1904	Luzerne.
2147	Wolf, Amos C.	1909	Lebanon.
2216	Young, John W.	1911	Philadelphia.
2162	Young, Paul J.	1909	Philadelphia.

FROM OTHER STATES.

	Names	Received	States
2071	Briner, Edward C.	1906	New Jersey.
2213	Deason, Arnold	1911	Alabama.
1878	Ferdon, Alonzo W.	1902	New Jersey.
2276	Focer, Eugene H.	1913	New Jersey.
2139	Gales, Ernest A.	1909	New Jersey.
2006	Munis, Raymond	1905	Delaware.
2005	Pierce, Paul L.	1905	Delaware.
2109	Stults, Alfred D.	1908	New Jersey.
2236	Stults, Howard	1912	New Jersey.
2201	Tremple, Edward H.	1911	New Jersey.
2051	Willson, William S.	1906	New Jersey.
2191	Yingling, Harry M.	1910	Delaware.

GIRLS.

	Names	Received	Counties
2152	Allen, Margaret E. B.	1909	Philadelphia.
2000	Antonson, Dora R.	1905	McKean.
2222	Beaner, Maud K.	1911	Lancaster.
2250	Beckman, May C.	1912	Philadelphia.
1998	Biehl, Birdella R.	1905	Berks.
2093	Casey, Rose	1907	Lackawanna.
2264	Cimino, Mary Rosy.....	1913	Northampton.
2067	Clendenning, Mary	1906	Delaware.
2254	Dangle, Elizabeth Oriella.....	1913	Lycoming.
2215	Darkes, Lily L.	1911	Lebanon.
2183	Drissel, Anna L.	1910	Philadelphia.
1982	Dunsmore, Catherine E.	1904	Delaware.
1997	Edwards, Alberta	1905	Lackawanna.
1897	Edwards, Elsie R.	1903	Philadelphia.
2266	Epstein, Violet May.....	1913	Lancaster.
2279	Eyerman, Irene	1913	Luzerne.
2259	Fabrio, Annie	1913	Lackawanna.
2274	Faulder, Martha Mary.....	1913	Schuylkill.
2138	Fox, Helen M.	1909	Berks.
2246	Fritchel, Viola M.	1912	Tioga.
2118	Galbraith, Jennie Mildred	1908	Montgomery.
2143	Gerhart, Marion C.	1909	Bucks.
2033	Grant, Pearl E.	1905	Northampton.
2229	Griffin, Meta	1912	Philadelphia.
2165	Gurtowska, Valieri	1909	Philadelphia.
2022	Guth, Emma	1905	Philadelphia.
2178	Hess, Louisa M.	1910	Philadelphia.
2078	Hinkel, Lillian M.	1907	Berks.
2186	Hoffman, Meda M.	1910	Berks.
1913	Horner, Gussie M.	1903	Philadelphia.
1948	Hüttner, Florence M.	1904	Philadelphia.
2044	Kelly, Genevieve	1906	Lackawanna.
2239	Keough, Annie C.	1912	Blair.
2237	Kerquasz, Annie	1912	Luzerne.
1979	Leib, Ruth D.	1904	Philadelphia.
1904	Locuson, Agnes S.	1903	Philadelphia.
2082	Mansfield, Nora I.	1907	Northampton.
2212	Mara, Rose	1911	Philadelphia.
2028	Mazicha, Veronica	1905	Luzerne.
2035	McClellan, Helen G.	1905	Lehigh.
2123	McDonald, Mary	1908	Schuylkill.
2220	Miller, Justina	1911	Philadelphia.
2203	Moeller, Gertrude R.	1911	Philadelphia.
1873	Morris, Edith H.	1902	Philadelphia.
1978	Moses, Venna Grace	1904	Clearfield.
2283	Moyer, Marietta	1913	Luzerne.
2174	Nedzinski, Elizabeth L.	1910	Schuylkill.
2062	Ochs, Anna M.	1906	Lackawanna.
1933	Pass, Grace E.	1903	Montgomery.
2227	Pauley, Eva May.....	1912	Lehigh.
2269	Pauley, Verna A.....	1913	Lehigh.
2017	Phillips, Stella	1905	Lackawanna.
2278	Pieczynski, Catherine	1913	Philadelphia.
2032	Prior, Gertrude C.	1905	Lancaster.
2277	Purnell, Hattie Viola.....	1913	Delaware.
2240	Putt, Lillie A.	1912	Berks.
1976	Reager, Edith E.	1904	Berks.
1989	Reichert, Olivia Y.	1904	Berks.
2094	Rex, Gertrude P.	1907	Schuylkill.
2007	Roddy, Mary Ida	1905	Philadelphia.

Accession No	Names	Received	Counties
2168	Row, Grace M.	1910	Schuylkill.
2149	Rowen, Carrie	1909	Philadelphia.
2144	Rutherford, Irma	1909	Philadelphia.
1996	Saalfeld, Anna	1905	Philadelphia.
1944	Sabo, Lena	1904	Schuylkill.
2200	Saville, Catherine	1911	Chester.
2231	Saville, Margaret Mildred.....	1912	Chester.
2197	Schwent, Catharine M.	1911	Philadelphia.
2196	Searles, Jennie M.	1911	Philadelphia.
2004	Sears, Ida May	1905	Philadelphia.
2122	Sechler, Beatrice J.	1908	Lehigh.
1981	Smay, Lily	1904	Cambria.
2156	Smith, Helen I.	1909	Dauphin.
2208	Smith, Mabel	1911	Philadelphia.
2185	Staub, Rose H.	1910	Crawford.
2260	Stern, Ella May.....	1913	Chester.
2271	Stevenson, Myrtle E.....	1913	Northumberl'nd
2219	Tasch, Katherine	1912	Philadelphia.
2188	Telesco, Angelina	1910	Lackawanna.
1986	Trask, Mildred E.	1904	Potter.
2146	Turner, Ruth C.	1909	Philadelphia.
2205	Watts, Katharine Lenore	1911	Dauphin.
2014	Weidert, Ruth C.	1905	Elk.
2257	Whitaker, Virginia	1913	Philadelphia.
2198	Wilkey, Julia Pauline	1911	Lancaster.
1789	Winkel, Edith M.	1899	Schuylkill.

FROM OTHER STATES.

	Names	Received	States
2217	Burnett, Grace B.	1911	New Jersey.
2084	Burrows, Marion C.	1907	Delaware.
2141	Carey, Mildred	1909	Delaware.
2281	Dillett, Izetta	1913	New Jersey.
2127	Hyatt, Lavada	1908	New Jersey.
2009	Jones, Jeanette	1905	New Jersey.
2193	Kellert, Frances M.	1910	Quebec, Can.
2265	King, Maria B.....	1913	Delaware.
1965	Kulp, Bessie E.	1911	New Jersey.
2249	Linn, Willie Fay.....	1912	Tennessee.
2086	Lybrand, Christiana	1907	New Jersey.
2247	Mahan, Martha Lucile.....	1912	Alabama.
2221	Simmons, Ruth B.	1911	New Jersey.
2155	Welch, Catherine M.	1909	Delaware.

Total number of pupils in above list:

Boys	105
Girls	100
	205

AVERAGE AGE OF THE ABOVE PUPILS.

Boys	15 yrs. 7 mos.
Girls	14 yrs. 9 mos.

HOME INMATES.

Names	Admitted as pupils	Received into the Home	States
Boyer, Emma	1854	1863	Pennsylvania.
Gutzlaff, Fanny	1843	1851	China.
Gutzlaff, Jessie D.	1861	1869	China.

PROGRAM
IN COMMEMORATION OF THE SEVENTY-FIFTH
ANNIVERSARY OF THE BIRTH OF
DAVID DUFFLE WOOD
GIVEN IN THE AUDITORIUM OF THE SCHOOL
Monday Evening, March 3rd, 1913

(Dr. Wood's birthday is March 2nd, but as this fell this year on Sunday, the program was rendered the following evening.)

An Organ Prelude*D. D. Wood*

* EDWARD HENAHAN

SONG—"Serenade"*D. D. Wood*

HAYDN EVANS

PIANO SOLO—"Scherzo"*D. D. Wood*

* MR. ROLLO F. MAITLAND

SONG—"A Slumber Song"*D. D. Wood*

LUCILE MAHAN

ANTHEM—"Behold I Show You a Mystery"*D. D. Wood*

BY THE SCHOOL

ADDRESS—"Reminiscences of Dr. Wood"

* MR. ADAM GEIBEL

Some of Dr. Wood's Life Convictions

BY TEN LITTLE GIRLS

Anna M. Ochs Della Biehl Catherine M. Dunsmore

Blanche Wood Willie Fay Linn

Valeria Gurtowski Louise Hess Maud Beaner

Carrie Rowan Mildred Carey

(NOTE—Material for the above was taken from the program of "A Memorial Service in Honor of David Duffie Wood, Doctor of Music," held at St. Stephen's Church, Wednesday, May 4th, 1910, 8 P.M., reprinted in 78th Annual Report, Appendix, p. vi.)

ANTHEM—"The Twilight Shadows Fall"*D. D. Wood*

BY THE SCHOOL

(* Present or former pupils thus marked were either members of Dr. Wood's chorus, or received individual instruction from him in piano or organ playing.)



A MIDSUMMER NIGHT'S DREAM

Final dance of Titania, Oberon, Puck and Fairies accompanied by the singing of Clowns in the background.

THE PLAY AND FAIRY SCENES
from
A MIDSUMMER NIGHT'S DREAM
WITH MENDELSSOHN'S MUSIC
For the Benefit of the
Chapin Memorial Home for Aged Blind
BY GIRLS FROM
THE OVERBROOK SCHOOL FOR THE BLIND
AT
SCOTTISH RITE HALL, S. W. Corner Broad and Race Streets
Thursday Evening, April 3, 1913

PROGRAM

OVERTURE.....*Mr. Rollo F. Maitland*

Scene—A wood near Athens.

Act I—Athenian workmen meet to arrange for a Play.
The Fairies appear.
Titania and Oberon dance with their respective trains.
Oberon and Titania quarrel.
Puck procures the magic flower for Oberon.

Act II—Dance of the Fairy Queen.
The Lullaby.
Oberon drops juice of flower in Titania's eyes.
The rehearsal for the Play.
Bottom's transformation.
The awakening of Titania.
Puck reports to Oberon.

NOCTURNE.....*Mr. Rollo F. Maitland*

Act III—Titania charms Bottom.
Oberon and Puck remove spells from Titania and Bottom.
Oberon and Titania dance together.
Bottom awakes.

Act IV—The presentation of the Play.
A dance of clowns.
Fairies enter to wedding march.
Dance by Oberon, Titania, Titania's Fairy and Puck.
Chorus.
Finale.

CHARACTERS

WORKMEN

Quince, a carpenter.....(Prologue)..... Edith Winkel
 Snug, a joiner.....(Lion).....Rose H. Staub
 Bottom, a weaver.....(Pyramus).....Christiana T. Lybrand
 Flute, a bellows-mender.....(Thisbe).....Edith H. Morris
 Snout, a tinker.....(Wall).....V. Grace Moses
 Starveling, a tailor.....(Moonshine).....Caroline Sabo

FAIRIES

Oberon, king of the fairies.....Veronica Mazicha
 Titania, queen of the fairies.....Bessie Kulp
 Puck, or Robin Goodfellow.....Mildred E. Trask
 Titania's Fairy Agnes S. Locuson
 Peaseblossom.....Blanche H. Wood
 Cobweb.....Louisa M. Hess
 Moth.....Ruth Turner
 Mustardseed.....Anna M. Ochs

OTHER FAIRIES

Alberta Edwards	Marion C. Gerhart
Ida M. Sears	Valeria Gurtowska
Katherine E. Dunsmore	Catherine Saville
Willie Fay Linn	Elizabeth L. Nedzinski
Birdella Biehl	Gertrude E. Simpson
Marion C. Burrows	Ada A. Kaiser
Mary I. Roddy	Carrie Rowen
Maud K. Beaner	Irma Rutherford

CLOWNS

Ruth B. Simmons	Rose H. Staub
Mabel L. Hine	Stella Phillips
Lillian M. Hinkel	Olivia Y. Reichert
Ruth Leib	Pearl E. Grant
Anna Saalfeld	Gussie M. Horner
K. Lenore Watts	Margaret McGuirk
Margaret E. B. Allen	Edith R. Reager
Edith Winkel	Mabel Leonard
Christiana T. Lybrand	Jennie M. Searles

Soloists—MISS RUTH M. BUCK, MISS VIRGINIA CARTEE

Accompanist—MISS M. LUCILE MAHAN

TWENTY-SECOND ANNUAL CONCERT

Given by Pupils of the

PENNSYLVANIA SCHOOL FOR THE BLIND

Assisted by

MISS VIRGINIA CARTEE, *Soprano*

MRS. RUSSELL KING MILLER, *Contralto*

MR. NELSON A. CHESNUTT, *Tenor*

MR. GEORGE RUSSELL STRAUSS, *Bass*

And Members of

THE PHILADELPHIA ORCHESTRA

Under the Direction of

MR. RUSSELL KING MILLER

AT HORTICULTURAL HALL, PHILADELPHIA

Tuesday Evening, April 15th, 1913

PROGRAM

- Finale to the First Act of the unfinished Opera "Loreley,"
F. Mendelssohn-Bartholdy
- Scene from "Samson and Delilah".....*C. Saint-Saëns*
MRS. MILLER and MR. STRAUSS
- The Water Nymph (for female voices).....*Anton Rubinstein*
- Gypsy Life.....*Robert Schumann*
- Lovely Rosabelle.....*George W. Chadwick*
- A Wanderer's Psalm.....*Horatio Parker*

ATHLETIC CONTEST

between

Senior Athletic Association and Junior Athletic Association

BOYS' SCHOOL

Tuesday, May 13th, 1913, at 3 P. M.

EVENTS

S—Senior.

J—Junior.

1. Fifty-yard dash

Won by JAMES M. COPELAND—J. } Tied. Time, 6 1-5 sec.
HAROLD C. DIEZEL—S. }

Second, WILFRED M. CROSS—S. Time, 6 2-5 sec.

2. Seventy-five yard dash

Won by JAMES M. COPELAND—J. Time, 9 sec.

Second, HAROLD C. DIEZEL—S. Time, 9 1-5 sec.

Third, WILFRED M. CROSS—S. Time, 9 2-5 sec.

3. Standing broad jump

Won by JAMES M. COPELAND—J. Distance, 9 ft.

Second, WILFRED M. CROSS—S. Distance, 8 ft. 8 in.

Third, EDWARD HENAHAN—S. Distance, 8 ft. 7½ in.

4. Three standing jumps

Won by JAMES M. COPELAND—J. Distance, 26 ft. 2 in.

Second, WILFRED M. CROSS—S. Distance, 25 ft. 1½ in.

Third, EDWARD HENAHAN—S. Distance, 25 ft. ½ in.

5. Standing high jump

Won by WILFRED M. CROSS—S. } Tied. Height, 3 ft. 11 in.
EDWARD HENAHAN—S. }

Second, JAMES M. COPELAND—J. } Tied. Height, 3 ft. 9 in.
FRANCIS G. GRAVES—J. }

6. Shot put (12 pounds)

Won by HAYDN E. EVANS—S. Distance, 33 ft. 7 in.

Second, HAROLD C. DIEZEL—S. Distance, 28 ft. 9 in.

Third, HARRY C. HARTMAN—J. Distance, 27 ft.

Final score:

Senior Athletic Association..... 33 points

Junior Athletic Association..... 21 points

Highest individual score—JAMES M. COPELAND, 19½ points.

Winner of the Judge Martin Cup for the year 1913—JAMES M. COPELAND.

THIRTEENTH ANNUAL ENTERTAINMENT

OF THE

Young Singers' Glee Club

IN THE AUDITORIUM OF THE SCHOOL

Tuesday Evening, June 3rd, 1913

PROGRAM

I.

1. GLEES—*a.* Hail, Smiling Morn *Spoforth*
b. The Alphabet *Mozart*
2. RECITATION—A Newsboy in Church
HARRY DITZLER
3. SOLO—The Sweetest Flower that Grows..... *Edward Henahan*
HAYDN EVANS
4. GLEE—The Band *White*
5. PART-SONG—The Keys of Heaven..... *Button*
Tenors and Basses
6. PART-SONG—Dinah Doe *Molloy*
Sopranos and Altos
7. SOLO—Out on the Deep..... *Loehr*
WILLIAM STEVENSON
8. CHORUS—Bridal Chorus (The Rose Maiden)..... *Cowen*
9. RECITATION—Here She Goes and There She Goes
HARRY HARTMAN
10. SOLO—The Trumpeter *Dix*
EDWARD HENAHAN
11. PART-SONG—The Owl and the Pussy Cat..... *DeKoven*
Tenors and Basses

II.

1. SCENE—The District School at Heckertown
Characters—School Board: EDWARD HENAHAN, *Chairman*
HAYDN EVANS, JAMES LIVINGSTON
Teacher, WILLIAM STEVENSON

PUPILS

Samuel Snooks....	Francis Graves	Samantha Piper.....	John Hepler
David Snobs.....	Kenneth Perry	Obadiah Buzzard..	Arnold Deason
Dorcas Doolittle..	Herbert Merkel	Hans Holzkuff..	Bernard Weidert
Sallie Brown.....	Harold Hearn	Casper Ketchum....	Harry Ditzler
Susan Crawfoot,		Daisy Snooks....	Abraham Weiner
George Hachenburg		Hezekiah Jones..	Ralph Wheeland
Jeremiah Jenkins..	Joseph McCann	Stephen Tucker,	
Uriah Billings....	Allyn Bradford	Archibald Williams	
Robert O. Lee.....	Earl Rodkey	Sim Dipsey.....	John Davis
William Crawfoot,		Russell Smith...	Monroe Copeland
Wenzel Matchey		Antonio Mosquito..	Louis Bocella
Darby Dickson....	Francis Carroll	Ebenezer Fletcher.	Harry Hartman
Christopher Brown..	Fred Barnett	John Dull.....	Paul Pierce

2. FINALE—Done Is Now Our Merry Day (Toy Symphony).... *Haydn*

By Pupils in Piano Study
AT THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

PROGRAM

- 54

SONG RECITAL

BY PUPILS OF
MADAME EMMA SUELKE-SHAW
AT THE SCHOOL FOR THE BLIND
OVERBROOK
June 9, 1913

MISS CLARA V. HAINES at the Piano

PROGRAM

1. SEMI-CHORUS—Come, Sweet Morning.....*Arr. by A. L.*
2. SONG—Norse Lullaby*De Koven*
ROSE STAUB
3. SONGS—*a.* At Dawning*Cadman*
b. Drink to Me Only with Thine Eyes.....*Old English*
HAYDN EVANS
4. SONGS—*a.* My Lady Chloe*Clough-Leigher*
b. In a Garden.....*Hawley*
EDITH WINKEL
5. DUET—Two Wanderers*Abt*
EDITH MORRIS ROSE STAUB
6. SONG—One Spring Morning*Nevin*
ADA KAISER
7. DUET—Madrigal in May*Newton*
GRACE MOSES NORA MANSFIELD
8. SONG—Pastoral*Veracini*
EDITH MORRIS
9. DUET—My Heart Greets the Morn.....*Thomas*
LUCILE MAHAN STELLA PHILLIPS
10. SONGS—*a.* Invictus*Huhn*
b. Rolling Down to Rio.....*German*
WILLIAM STEVENSON
11. SONG—Dost Thou Know (Mignon).....*Thomas*
STELLA PHILLIPS
12. SONG—Hybrias, the Cretan.....*Elliott*
EDWARD HENAHAN
13. SONG—My Heart at the Sweet Voice.....*Saint-Saëns*
LUCILE MAHAN
14. SEMI-CHORUS—Persian Serenade*Matthews*

DECLAMATION CONTEST

BY MEMBERS OF THE BOYS' SCHOOL

AT THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

Friday Evening, June 13th, 1913

PROGRAM

The Duelists' Victory	<i>Lanergan</i>
HARRY C. HARTMAN	
The First Settler's Story	<i>Carleton</i>
HAROLD C. DIEZEL	
Our Whippings	<i>Field</i>
FRANCIS S. GRAVES	
The Bell of Zanora.....	<i>Rose</i>
GERALD HAGGERTY	
Father's Letter	<i>Field</i>
CORNELIUS BOYLE	
Sunday Fishin'	<i>Anon.</i>
WILFRED M. CROSS	
A Ter'ble 'Sperience	<i>Rev. Plato Johnson</i>
EARL W. RODKEY	
Shipwrecked	<i>Coppee</i>
FRANCIS McLAUGHLIN	
The Dream of Eugene Aram	<i>Hood</i>
PAUL L. PIERCE	

JUDGES

MR. R. M. LITTLE MISS M. HELEN MONTGOMERY
MR. T. WILSON HEDLEY

PRIZES AWARDED

First: WILFRED M. CROSS
Second: HAROLD C. DIEZEL
Honorable Mention: EARL W. RODKEY
CORNELIUS BOYLE

GRADUATION EXERCISES OF THE 81ST YEAR

Wednesday Morning, June 18th, 1913

PROGRAM

ORGAN PRELUDE—Cantilene Pastorale*Guilmant*
ARNOLD DEASON

ESSAY—Woman Suffrage
LILY BLANCHE SMAY

PIANO SOLO—Valse Brillante*Moszkowski*
FRANK F. ODENATH

PAPER—Four Years' Experience at College
JOHN S. HEYSE, Class of 1908
University of Pennsylvania, Class of 1913
Read by WILLIAM STEVENSON,* Class of 1911

PAPER—Two Years at Neff College
MARGARET MCGUIRK, Class of 1909
Neff College of Oratory, Class of 1913

SEMI-CHORUS (Female Voices)—Persian Serenade.....*Matthews*

PAPER—How to Facilitate Higher Education for the Blind
LEONARD C. RAMBLER, Class of 1905
University of Pennsylvania, Class of 1913
Read by EDWIN P. BUTZ,* Class of 1912

PAPER—The Course of Manual Training in our Girls' School
EDITH M. WINKEL, Class of 1911

CHORUS—Gipsy Life*Schumann*
SELECTED CHORUS

PRESENTATION OF DIPLOMAS AND AWARD OF PRIZES
By JOHN CADWALADER, ESQ., President of the Board of Managers

ALUMNAE SONG—Alma Mater
Words by AMY K. HALFPENNY, Class of 1904
Music by SOPHIE JOSEPHINE GRABOWSKI, Class of 1908
THE ALUMNAE

Auld Lang Syne
THE SCHOOL

* The writer of this paper was unable to read it himself, owing to the fact that he was receiving his degree at the University of Pennsylvania at the hour at which our Graduation Exercises were held.

*Graduates of the Class of 1913, with Titles of
Graduation Essays:**

ADA A. KAISER.....The Manchu Period of China
LILY BLANCHE SMAY.....Woman Suffrage

Class Motto:
Aim at a Lofty Mark

Class Colors:
Red and White

Pupils receiving the Diploma in Piano Tuning:

HUMBERT JOSEPH CATTO, Class of 1911
JOSEPH PAUL FINNEGAN, Class of 1911
JOHN SETH HEYSE, Class of 1908
WILLIAM STEVENSON, Class of 1911

*Graduating Pupil receiving the J. Francis Fisher
Prize for Scholarship:**
LILY BLANCHE SMAY

*Pupil receiving the J. B. Hammond Special Prize—
A Typewriter to the Successful Pupil in the Annual Contest
in Typewriting:*
VERONICA MAZICHA

*Pupils receiving the Harrison Prize for Patience, Assiduity
and Sustained Effort in the Industrial Department:*
VERONICA MAZICHA LEWIS HAYES

* Because of the addition of a ninth year to the course of study, the only graduates were the girls who very nearly met in June, 1912, the requirements for graduation. As no boy graduated, the J. Francis Fisher Prize for Scholarship was not awarded in the boys' school this year.



OUR LITTLE FOLKS AT PLAY

LIST OF PUBLICATIONS IN AMERICAN BRAILLE.*

(Stereotyped by various schools and societies from February 1, 1913, to February 1, 1914. List of publications previous to February 1, 1913, will be mailed upon application.)

Explanation of Abbreviations and Signs.

Letters indicate the schools and societies by which the books have been embossed:

- "A"—American Printing House for the Blind, Louisville, Ky.
- "B"—Perkins Institution and Massachusetts School for the Blind, Watertown, Mass.
- "C"—Public School Classes, Chicago, Ill. John B. Curtis, Supervisor.
- "Cl"—Public School Classes, Cleveland, Ohio. Robert B. Irwin, Supervisor.
- "G"—School for the Blind, Gary, South Dakota.
- "J"—School for the Blind, Jacksonville, Ill.
- "L"—School for the Blind, Lansing, Mich.
- "M"—Public School Classes, Milwaukee, Wis. Miss Carrie B. Levy, Instructor.
- "N. Y."—Public School Classes, New York City, N. Y. Miss S. Florence Warren, acting for Inspector of Classes for the Blind.
- "O"—Pennsylvania Institution for the Instruction of the Blind, Overbrook, Pa.
- "P"—Western Pennsylvania Institution for the Blind, Pittsburgh, Pa.
- "R"—Public School Classes, Racine, Wis. Miss Catharine M. Light, Instructor.
- "S"—School for the Blind, St. Louis, Mo.
- "X"—Xavier Braille Publication Society for the Blind, Chicago, Ill.

SERIES OF CLASSICS EMBOSSED, AND PUBLISHERS.

- "E. E. C." Eclectic English Classics—American Book Co.
- "R. L. S." Riverside Literature Series—Houghton, Mifflin & Co.
- "C. for C." Classics for Children—Ginn & Co.
- "S. E. C." Standard English Classics—Ginn & Co.
- "H. C. R." Historic Classic Readings—Effingham, Maynard & Co.

Three sizes of plates are in common use: "L", large (12½x9½ in.); "M", medium (10½x8¾ in.); and "S", small (9½x5¾ in.)

Figures indicate the number of volumes; "p" pamphlet; "ps" pamphlets; "1" leaflet. A volume contains over 40 pages; a pamphlet not less than 15 or more than 40 pages; a leaflet less than 15 pages.

Books marked thus (*) are printed with contractions; books marked thus (‡) are printed with and without contractions; all others are printed with full spelling. Books marked thus (°) are interpointed.

The plates of all books marked thus (‡) are at the American Printing House for the Blind, Louisville, Ky., whence books are obtainable. Plates of all books not so marked are retained by the schools and societies by which they were embossed.

NOTES.—The information concerning the titles in this list was supplied by the organizations that have embossed the various books. It has been secured only with considerable labor and correspondence. It is not probable that all the information is entirely correct; as errors are discovered we shall appreciate it if they are called to our attention.

BRAILLE MUSIC.—We do not emboss music, which is embossed in considerable quantities at Watertown and Jacksonville. For information, address Director Edward E. Allen, Perkins Institution and Massachusetts School for the Blind, Watertown, Mass., and Supt. Robert W. Woolston, Illinois School for the Blind, Jacksonville, Ill.

* Between 1895 and 1909 the complete list of titles in American Braille appeared in each annual report. Since 1909 there have been included in the annual report only the titles of those books and pamphlets that have been embossed during the current year.

	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
Religion and Ethics					
* Bagshane, D.D., Very Rev., J.B. The treasure of the church	X	1914	L	229	2
* Bible. American standard revision					
From plates stereotyped with standard contractions at the Missouri School for the Blind, St. Louis, Mo., with permission of Thomas Nelson & Sons. Address the American Bible Society, Bible House, Astor Place, New York, N. Y.					
Old Testament: Complete in 14 vols., pp. 2529.					
Contents:					
Vol. I. Genesis.					
Vol. II. Exodus and Leviticus.					
Vol. III. Numbers and Deuteronomy.					
Vol. IV. Joshua, Judges and Ruth.					
Vol. V. I and II Samuel.					
Vol. VI. I and II Kings.					
Vol. VII. I and II Chronicles.					
Vol. VIII. Ezra, Nehemiah, Esther and Job.					
Vol. IX. Psalms.					
Vol. X. Proverbs, Ecclesiastes, and Song of Solomon.					
Vol. XI. Isaiah.					
Vol. XII. Jeremiah.					
Vol. XIII. Lamentations and Ezekiel.					
Vol. XIV. Daniel, Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zachariah, and Malachi.					
Price \$8.40 net f. o. b. New York. Transportation east of the Mississippi River by freight much cheaper than by mail: or 60c. per volume; postage, 74c. additional per volume.					
New Testament: Complete in 5 volumes, pp. 720.					
Contents:					
Vol. I. Matthew and Mark.					
Vol. II. Luke and John.					
Vol. III. Acts and Romans.					
Vol. IV. I and II Corinthians, Galatians, Ephesians, Philippians, Colossians, I and II Thessalonians, I and II Timothy, and Titus.					
Vol. V. Philemon, Hebrews, James, I and II Peter, I, II and III John, Jude and Revelation.					
Price per set \$3.00 net f. o. b. New York, covering but a fraction of the cost of publication. Transportation east of the Mississippi by freight less than \$1.00 additional. If separate volumes are desired, 60c. each. If it is preferred that they be sent by mail, add 48c. per volume. The four gospels will be furnished in four volumes for \$1.80, 45c. per volume postage.					
Burnand, F.C. Happy thoughts (in press)	B	1914	M	66	1

NOTE: These plates were completed in time to enable us to include the information about them in the list of last year—Supplement No. III: it is repeated this year that we may aid in giving publicity to the fact that the Bible complete is available in American Braille for those who prefer this type.

	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
*Conway, Bertram L. The question-box answers...	X	1914	L	391	3
*The new testament, Vol. I and II. Catholic Edition	X	1914	L	254	2
*Vandeur, S.S., O.S.B., Very Rev. Eugene. The Holy Mass properly explained	X	1914	L	137	1
†White, Mrs. E.G. Steps to Christ.....	A	1914	L	147	1
Sociology					
Larzelere, Claude S. Civil government of Michigan.	L	1914			1
Education					
Belding, A.G. Commercial correspondence. American Book Co., 1905.....	B	1914	M	229	4
Hutchinson, Woods. The body republic and its defences. Houghton, Mifflin & Co., 1905.....	B	1914	M	67	1
†Lynch, Major Charles. First aid. American Red Cross. Abridged text book. P. Blakiston's Sons & Co., 1911.....	O	1914	L	169	1
*Lyons, J.A. "Lyons" commercial law. Powers & Lyons, 1901 (in press).....	J	1914	M	400 (Est.)	5
Mosher, E.M. Health and happiness for girls. Funk & Wagnalls, 1912 (in press).....	B	1914	M		2
Richards, Mrs. E.H. The chemistry of cooking and cleaning. Whitcomb & Barrows, 1913.....	B	1914	M	172	3
Salsbury, Albert. Phonology and Orthography.....	L	1914			
Williams, H.S. Alcohol: how it effects the individual and the community. Century Co., 1909..	B	1914	M	60	1
Language (including readers)					
English					
Exercises in English grammar and literary interpretation. Henry C. Muckley, 1910.....	N. Y.	1914	M	202	3
Heath readers. Fourth reader. D. C. Heath & Co., 1903 (in press).....	N. Y.	1914	M	113	
Jones, L.H. Jones readers, Book 5. Ginn & Co., 1904	Cl.	1914	M	348	5
— Jones readers, Book 6. Ginn & Co., 1904	Cl.	1914	M	365	5
— Jones readers, Book 7. Ginn & Co., 1904	Cl.	1914	M	369	5
— Jones readers, Book 8. Ginn & Co., 1904	Cl.	1914	M	409	6
Maxwell, Wm. H. First book in English. American Book Co., 1894.....	N. Y.	1914	M	277	6
Scott and Southworth. Lessons in English, Book 2. Scott & Southworth, 1906 (in press).....	Cl.	1914	M		
Spaulding, Frank E., and Bryce, Catherine T. The Aldine readers—a third reader (in press).....	N. Y.	1914	M	204 (to date)	
German					
†Eichendorff, Joseph Freih. von. Aus dem Leben eines Taugenichts. Ed. with notes and vocabulary by Carl Osthaus, A.M. D. C. Heath & Co., 1892 (in press).....	O	1914	L		
Hillern, Wilhelmine von. Höher als die Kirche. Ed. by F. A. Dauer. Am. Book Co., 1895.....	N. Y.	1914	M	114	1
Mezger, Robert, and Mueller, Wilhelm. Kreuz und Quer durch Deutsche Lande. Ginn & Co., 1911 (in press)	N. Y.	1914	M	137 (to date)	

	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
†Schiller, Friedrich. Maria Stuart. Ed. with notes and vocabulary by Lewis A. Rhoades, Ph.D. D. C. Heath & Co., 1894.....	O	1914	L	361	3
Riehl, W.H. Das Spielmannskind und der stumme Ratsherr. Ed. with notes and vocabulary by George M. Priest, A.M. (in press).....	N. Y.	1914	M	84	
<i>Latin</i>					
D'Ooge, Ph.D., Benjamin L. Latin for beginners. Ginn & Co., 1911.....	N. Y.	1914	M	84	
†Livy. Selections. Contents: Introduction, Latin preface and text with notes. Book I—Chap. 1. Book XXI—Chaps. 1-4; 27-30; 34-37. Book XXII—Chaps. 3-7; 44-50. Book XXIV—Chaps. 33, 34. Book XXV—Chap. 31. Book XXVI—Chaps. 9-14. Book XXVII—Chaps. 43-51. Book XXX—Chaps. 19; 29-31; 37. Book XXXIII—Chaps. 32, 33.	O	1914	L	214	2
<i>French</i>					
†Labiche, Eugène and Martin, Edouard. La Poudre aux Yeux	O	1913	S	150	1
<i>Mathematics</i>					
<i>Algebra</i>					
Hawkes, Luby Touton. First course in algebra. Ginn & Co., 1910 (in press).....	N. Y.	1914	M	452	(to date)
<i>Trigonometry</i>					
Wentworth, G.A. Plane trigonometry. Ginn & Co., 1902 (in press).....	N. Y.	1914	M	112	(to date)
<i>Literature and Rhetoric</i>					
Babcock, M.D. The joy of work; with The success of defeat. Flemming H. Revell & Co., 1907 (in press)	B	1914	M		1
Grahame, Kenneth. The golden age. John Lane Co., 1900	B	1914	M	162	3
Grayson, David. Adventures in contentment. Doubleday, Page & Co., 1911.....	B	1914	M	53	1
— Adventures in friendship. Doubleday, Page & Co., 1911.....	B	1914	M	67	1
†Selections for class study and declamation: Stubby's bouquet and other pieces (in press).....	O	1913	S		1
<i>Contents:</i>					
Stubby's bouquet. Mrs. Abner W. Lowell.					
The story the doctor told. Harrydele Hallmark.					
A ter'ble 'sperience. Rev. Plato Johnson.					
The duelist's victory. George T. Lanergan.					
The bell of Zanora. W.R. Rose.					
The first settler's story. Will Carleton.					
Shipwrecked. Francois Coppee.					
A legend of Bregenz. Adelaide E. Procter.					
That fire at the Nolans'. George M. Baker.					
Sunday fishin'.					
Father's letter. Eugene Field.					
Our whippings. Eugene Field.					

	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
†Famous ghosts and other pieces.....	O	1913	S	162	2
<i>Contents:</i>					
Famous ghosts. Carolyn Wells.					
The capture of Major André. Chauncey M. Depew.					
Franz. Wells T. Hawks.					
Mr. Brown has his hair cut. Anonymous.					
The battle of Shrewsbury. Elbridge S. Brooks.					
The toboggan slide.					
Judy O'Shea sees Hamlet. Lynn Boyd Porter.					
From the valley of the shadder. Carrie Blake Morgan.					
Mary Alice Smith. James Whitcomb Riley.					
Through fire and water. Joseph C. Lincoln.					
A sisterly scheme. H. C. Bunner.					
Fiction					
Andrews, M.R.S. The majesty of the law; with The counsel assigned. Harper's magazine, 1904 (in press).....	B	1914	M		
Benson, Robert Hugh. The king's achievement.....	X	1914	L	419	3
Bosher, K.L. The man in Lonely Land.....	Cl.	1914	M	184	3
Burnett, F.H. The dawn of a tomorrow.....	Cl.	1914	M	98	2
Crawford, F. Marion. Marzio's crucifix.....	X	1914	L	156	1
Gerry, Margarita Spalding. The toy shop; with The burgomaster's Christmas by Jacob Riis....	P	1914	M	58	1
Laughlin, C.E. Everybody's lonesome.....	Cl.	1914	M	79	1
Pyle, Howard. Men of iron.....	B	1914	M	296	5
Richards, Laura E. The wooing of Calvin Parks..	O	1913	L	166	1
Riis, Jacob. The burgomaster's Christmas; with The toy shop by Margarita Spalding Gerry...	P	1914	M	58	1
† Thackeray, William Makepeace. Vanity fair (in press)	A	1914	L	767	5
Poetry					
Favorite poems by favorite authors	P	1914	M	76	1
Homer. The Odyssey of Homer. (Translated by S. H. Butcher and A. Lang.) The Macmillan Co., 1905 (in press).....	N. Y.	1914	M	129 (to date)	
History					
* Lawler, Thomas Bonaventure. Essentials of American History. Ginn & Co., 1902.....	X	1913	L	296	2
Geography and Description.					
† Dodge, Richard Elwood. Dodge's advanced geog- raphy. Rand, McNally & Co., 1908. Revised 1911	A	1914	L	760	6
Maps.					
Africa—Geographical and political.					
Greece—In time of Pericles. (Historical reference.)					
Middle Atlantic States, including Ohio. (Historical reference.)					
New England States and portion of Canada. (Historical reference.)					
South Atlantic States. (Historical refer- ence.)					
Tennessee. (Historical reference.)					
War map of Mexico, November, 1913.					

	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
Individual Biography					
<i>Antin, Mary.</i> The promised land. Houghton, Mifflin & Co., 1912.....	B	1914	M	475	8
<i>Garrison, W.L. Garrison, W.P., and Garrison, F.J.</i> W.L. Garrison. Houghton, Mifflin & Co., 1905.	B	1914	M	53	1
† <i>MacDowell, Edward. Gilman, Lawrence.</i> Edward MacDowell. John Lane Co., London, 1908....	A	1914	L	203	2
<i>Phillips, Wendell. Higginson, T.W.</i> Wendell Phillips. Houghton, Mifflin & Co., 1900.....	B	1914	M	69	1
† <i>Rossini. W. Axmine Bevan.</i> Rossini. George Bell & Son. London, 1904.....	A	1914	L	99	1
<i>Thackeray, Wm. Makepeace. Smith, G.W.</i> Wm. Makepeace Thackeray. Whitcomb & Barrows, 1913	B	1914	M	172	3

AMERICAN BRAILLE.

To write on a Braille tablet begin at the right ; to read, reverse the sheet and begin at the left. In either case the six points $\begin{pmatrix} \cdot & \cdot \\ \cdot & \cdot \\ \cdot & \cdot \end{pmatrix}$ of which the characters are formed, are numbered from the top, 1, 2, 3, for the first vertical row, and 4, 5, 6, for the second.

ALPHABET.

a b c d e f g h i j k l m
n o p q r s t u v w x y z

To capitalize a letter prefix to it points 3 and 6 (..).

MARKS OF PUNCTUATION.

, ; : . ? ! — () ’ -
 . : .: .. ‘ ’
 “ ” ‘ ’
 .: .: .: .:

The apostrophe is point 4. The other marks, except the exclamation, are formed of points 2, 3, 5 and 6.

When two or more initial letters requiring the capital sign occur together, the space which separates words may be omitted; the period which follows the first letter then becomes also the prefix, or capital sign, for the next; thus, $\begin{smallmatrix} \cdot & & \cdot & & \cdot \\ \cdot & & \cdot & & \cdot \end{smallmatrix}$ F. R. S.

NUMERALS.

When alone or in combination the following letters, if prefixed by the numeral sign $\left(\begin{smallmatrix} \cdot \\ \cdot \\ \cdot \end{smallmatrix} \right)$, become numbers.

1 2 3 4 5 6 7 8 9 0
 1 46 235

INITIAL LETTERS USED AS WORD SIGNS.

but could down from great have just know like my
 not quite right should the under very will you

When the above words are parts of other words the initial letter must not be used as a representative; *e. g.* ⠠ when standing alone represents "know," but "knowledge" should be written

⠠ ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

OTHER CHARACTERS USED AS WORD AND PART WORD SIGNS.

an and ar ch ed en er for in ing
 is of on or ou ow st th or tion wh or
 that which

The following characters, with one exception, are formed of points 2, 3, 5, 6. When separated from words by the omission of a cell, they are word signs, as follows:

had their to was with would
 ⠠ ⠠ ⠠ ⠠ ⠠ ⠠

The letter x (⠠) when standing alone is used as an asterisk.

The letter d followed by a period ⠠ is used as the dollar sign and should be immediately followed by the numeral sign; thus—

⠠ ⠠ ⠠ ⠠ ⠠ ⠠ \$23.75

An italicized word is indicated by the prefix of point 6 (⠠).

Lines of poetry are separated by the omission of three cells.

The capital sign preceding a contraction capitalizes only the first letter of the contraction.

The ordinary rules of grammar should be closely followed; hence correct syllabication must be observed, and a monosyllable should never be divided.

Strict conformity to general grammatical laws and the special rules preceding, are essential to a correct use of the American Braille, and the use of signs in any other way than that hereby authorized is as inelegant and incorrect as similar changes in ordinary writing.

BRAILLE MUSIC ALPHABET.

	C	D	E	F	G	A	B
Wholes or 16ths,							
Halves or 32ds,							
Quarters or 64ths,							
Eighths or 128ths,							
Octave signs,	1 	2 	3 	4 	5 	6 	7
Fingering signs,	1 	2 	3 	4 	5 		
Rests,							
Accidentals,							
Intervals,	2d 	3d 	4th 	5th 	6th 	7th 	8th
slur		in accord with 	turn 	grace note 	trill 		
repeat		staccato 	dot 	double dot 			
double bar		double bar with repeat 	pause 	right hand m. 	d. 	left hand m. 	g.

Expression marks are represented by the abbreviations ordinarily used in music for the seeing. Characters standing for letters must be preceded by the word sign (⠠).

Provision is made in Braille for the special signs which occur in music written for violin, guitar, organ, voice, etc. For further information, consult the pamphlet published by the British and Foreign Blind Association, 33 Cambridge Square, Hyde Park, London.

MATHEMATICAL BRAILLE NOTATION.

$\begin{smallmatrix} \bullet & \bullet \\ 8 & \bullet \end{smallmatrix}$	+	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	()	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	$\pm$	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	:	(ratio.)
$\begin{smallmatrix} 2 & \bullet & \bullet \\ \bullet & \bullet & \bullet \end{smallmatrix}$	-	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	{ }	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	$\mp$	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	/	
$\begin{smallmatrix} 4 & \bullet \\ 6 & \bullet \end{smallmatrix}$	$\times$	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	*	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	$\frac{1}{6}$	fraction.	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	index.
$\begin{smallmatrix} 2 & \bullet & \bullet \\ 3 & \bullet & \bullet \end{smallmatrix}$	$\div$	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	$\sqrt{\quad}$	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	$>$	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	%.	
$\begin{smallmatrix} 2 & \bullet & \bullet \\ 2 & \bullet & \bullet \end{smallmatrix}$	=	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	$\frac{2}{6}$	exponent.	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	$<$	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	(when alone) varies as.
$\begin{smallmatrix} 4 & \bullet \\ \bullet & \bullet \end{smallmatrix}$	over	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	$\frac{5}{3}$	prime, sub-literal.	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	factorial.	$\begin{smallmatrix} \bullet & \bullet \\ \cdot & \cdot \end{smallmatrix}$	(when alone) infinity.

The underlying principles of this notation are broad, and permit infinite combinations of the signs. By means of it the formulas of trigonometry, analytics, and calculus are easily and clearly written.

One fact must always be kept in mind in writing and reading this notation, i. e., that an active sign, as radical, exponent, factorial, index, over, or fraction, continues its activity or meaning until stopped naturally or artificially; naturally, at the end of a quantity or expression, when not followed by another quantity; artificially, by a period, and the ending root sign. This will be clearly understood from a careful study of the rules and examples.

In writing mixed numbers in arithmetic, the fraction sign is omitted, a comma separating the integer from the fraction; *e. g.*, $6\frac{1}{2}$, $\begin{smallmatrix} \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \end{smallmatrix}$

One numeral sign at the beginning of a mixed number or a fraction is sufficient. But in algebra the numeral sign must precede each number; e. g., $6\frac{1}{2}$,

RULES.

I. The exponent sign $\left(2^{\bullet} \cdot 6\right)$ precedes literal, numero-literal, negative, fractional, and polynomial exponents, and exponents of polynomials and of enclosed monomials.

II. Numerals written in the lower two-thirds of the "Braille cell" are sub-exponents.

Numeral exponents and numeral sub-exponents preceded by the sign are ($\cdot 5$)
read prime, second, third, etc.; sub-prime, sub-second, sub-third, etc.; sub-literal. ($\cdot 3$)

III. The period is used to show the end of active signs, as exponent, index, factorial, over, and fraction, or to stop their activity.

IV. Numbers preceding literal quantities are co-efficients; following, exponents.

V. A root of higher degree than the second is indicated by writing the index sign and the index before the radical; e.g., $\sqrt[n]{x^2 + y}$

VI. The fraction sign precedes all fractions, but may be omitted before numeral fractional exponents.

VII. Quantities under the radical are preceded by the beginning radical sign, and are followed by the ending radical sign.

A radical (or radicals) under a radical is indicated by doubling or tripling the inner radical (beginning and ending) signs. The single ending radical always completes the expression.

*In searching through several advanced algebras, books on calculus, trigonometry, and analytics, all the letters of the alphabet were found to be used except "j" and "o". Therefore the Braille "j" has been used here for the closing bracket.

For the figures and the numeral sign, see the first page of the "American Braille".

VIII. Conflicts in the use of letters and figures are avoided by using the comma (3,6).

IX. Polynomial numerators and denominators are enclosed in parentheses, except when either or both are under radicals. The denominator is followed by a period (3,6).

X. Letters preceded by the point 6, become Greek letters. Letters preceded by points 5, 6, are capitalized *algebraically*.

ILLUSTRATIONS.

Rules I., III., IV., VI., VIII. $\frac{4ax^{-1}}{3y^2}$

• • • • •

Rules I., III., IV., VI. $\frac{y^{m+1}}{x^{2m}}$

• • • • •

Rules III., IV., VI., IX. $\frac{x+y}{6+x^2}$

• • • • •

Rules VI., VII., IX. $\frac{3}{\sqrt{3+\sqrt{5}}} \quad \frac{3}{\sqrt{x+y}}$

• • • • •

Rule VII. $\sqrt[3]{\sqrt{4}}$

• • • • •

EXAMPLES.

$x^2 - 6x + 8 = 0$

• • • • •

$2(x-1)(x-2) = 0$

• • • • •

Fraction 1 over y + fraction 1 over x = b

$\left(X^{\frac{1}{2}} \sqrt{\left(\frac{X^{\frac{1}{2}}}{\sqrt{X}} \right)^5} \right)^{\frac{3}{25}}$

• • • • •



SENIOR GIRLS IN THEIR SITTING ROOM

LIST OF LEGACIES AND CONTRIBUTIONS IN THE AMOUNT
OF THIRTY DOLLARS AND UPWARDS TO THE PENN-
SYLVANIA INSTITUTION FOR THE INSTRUCTION OF
THE BLIND.

The following list appears as Appendix No. VII to the Tenth
Annual Report, being that for the year 1843.

Abbott, Timothy	\$100.00	Chorley, Henry	\$30.00
Allen, Solomon	30.00	Citizens of Chester Co.	
Alsop, Richard	300.00	(per W. Darlington)...	929.26
Armstrong, Susan	30.00	Citizens of Lancaster (per	
Ashhurst, Richard	100.00	Mr. Coleman)	226.00
Astley, Thomas	130.00	Citizens of Wilmington	
Baldwin, Stephen	30.00	and New Castle	837.11
Barton, J. Rhea, M.D. ...	30.00	C. J. (per Mr. Vaughan).	50.00
Beck, Dr.	30.00	Coleman, Mrs. Ann	1,000.00
Beck, Paul	1,100.00	Coleman, Mrs.	50.00
Becket, Henry	130.00	Coleman, E.	2,033.00
Bell, Mrs. W. J.	100.00	Coleman, William	500.00
Biddle, Edward	30.00	Cook, John	100.00
Biddle, James	30.00	Cooke, Thomas	123.08
Biddle, Nicholas	130.00	Cope, Alfred	30.00
Biddle, Thomas	130.00	Cope, Caleb	100.00
Birch, William Young ...	1,600.00	Cope, Israel	50.00
Bird, Charles	30.00	Cope, Jasper	30.00
Bird, Thomas	30.00	Cope, Thomas	300.00
Birkey, W. J. A.	30.00	Coxe, Daniel	30.00
Blight, Charles	30.00	Cromley, Samuel	100.00
Blight, George	30.00	Dawson, Josiah	30.00
Bohlen, John	130.00	Deweese, William P., M.D.	30.00
Boyd, William	30.00	Dickson, J.	200.00
Breck, Samuel	30.00	Downing, H.	30.00
Brewer, M.	30.00	Drayton, Col. William ...	300.00
Brown, Hanson & Co. ...	50.00	Drayton, Col. William ...	30.00
Brown, James	30.00	Dundas, James	50.00
Brown, James D.	780.00	Dugan, Joseph	30.00
Brown, John A.	2,100.00	Dulles, J. Heatly	100.00
Brown, M., Jr.	30.00	Dunn, Nathan	1,880.00
Brown, Mrs. S. B.	30.00	Du Ponceau, P. S.	130.00
Brown, William	130.00	Du Pont, C. J.	30.00
Bunting, J. F.	30.00	Duval, James S.	150.00
Burd, Edward	100.00	Earp, Thomas	30.00
Burd, Edward S.	100.00	Earp & Brothers	100.00
Butler, Miss	200.00	Elliott, Isaac	32.20
Butler, John	30.00	Elwyn, Alfred	30.00
Butler, Mrs. Pierce	40.00	Estlack, Thomas	30.00
Butler, Pierce	253.00	Evans, Charles D.	30.00
Butler, Thomas	130.00	Eyre & Massey	100.00
Cabot, F.	30.00	Farnum, J.	100.00
C. D. (per Mr. Vaughan)	100.00	Fassitt, Thomas	30.00
Cadwalader, T.	30.00	Fellowes, C.	50.00
Carera, Madame	100.00	Ferguson, Alexander ...	30.00
Carey, Lea & Co.	100.00	Fisher, Eliza	30.00
Carey, Matthew	50.00	Fisher, Mrs. E. P.	50.00
Cash, A. D.	50.00	Fisher, James C.	100.00
Chancellor, Wharton ...	530.00	Fisher, J. Francis	130.00
Chauncey, Charles	100.00	Fisher, Thomas	30.00
Chauncey, Elihu	130.00	Fisher, Mrs. S. W.	30.00

Fleming, Robert	\$30.00	Lex, Mary A.	\$30.00
Fleming, Thomas	130.00	Lippincott, Joshua	50.00
Folwell, W.	50.00	Lippincott, Richards & Co.	200.00
Foster, William	50.00	Markoe, J.	30.00
Fotterall, S. E.	30.00	Maxwell, Robert	330.00
Fotterall, S. G.	30.00	McAllister, John	30.00
Fox, Charles P.	30.00	McAlpin, J. B.	30.00
Fraley, John U.	130.00	McIlvaine, Joseph B.	30.00
Friedlander, Julius R.	100.00	McIlvaine, William	30.00
Friend (per J. U. Fraley) ..	50.00	Meigs, C. D., M.D.	130.00
Fryer, William	30.00	Meredith, William	30.00
Gaskell, Thomas Penn.	100.00	Merrick, John	50.00
Gibson, William, M.D.	30.00	Miller, Abraham	230.00
Glee Association, Phila. ..	145.70	Miller, W. J.	30.00
Godley, Jesse	30.00	Mitchell, J. K., M.D.	30.00
Graff, Charles	30.00	Mitchell, Thomas	30.00
Graff, Mrs. Charles	50.00	Mitchell, M. W., M.D.	30.00
Graff, Frederick	100.00	Morgan, Benjamin R.	30.00
Grant, Samuel	100.00	Morris, S. P.	45.00
Guest, Anna	100.00	Morrison, Mrs. W.	30.00
Guest, Anna (legacy)	500.00	Moses, J. M.	30.00
Hallowell & Ashbridge.	30.00	Moses, J. M. (donation by) ..	38.65
Hamilton, Miss	30.00	Moss, John	50.00
Handy, George	230.00	Moss, Samuel	30.00
Hare, Robert, M.D.	30.00	Mutual Fund (per J. E. Erwin)	63.93
Harrison, George	530.00	Needles, E.	30.00
Hart, Abraham	30.00	Neff, John R.	30.00
Hartshorne, Joseph, M.D.	30.00	Newkirk, Matthew	105.00
Haslam, John	50.00	Oakford, R.	30.00
Haven, T. Albert	30.00	Oliver, Joseph	50.00
Hazeltine, John	100.00	Parke, H.	100.00
Hembel, William	30.00	Pepper, George	530.00
Hemphill, Joseph	30.00	Peters, Richard	30.00
Henry, Alexander	200.00	Phillips, J.	50.00
Henry, John S.	30.00	Platt, William	50.00
Hogan & Thompson.	30.00	Powell, John Hare	30.00
Hollingsworth, L. E.	100.00	Pratt, H.	50.00
Humphreys, M.	100.00	Price, Lydia W.	30.00
Hunter, Joseph	130.00	Price, Joseph	100.00
Huzham, Miss	70.00	Price, R.	380.00
Hyde, William	30.00	Ralston, A. G.	50.00
Ingersoll, Joseph R.	30.00	Ralston, George	100.00
Jackson, Riddle & Co.	100.00	Ralston, Gerard	30.00
Jackson, Washington	30.00	Ralston, Robert	150.00
Jaudon, S.	30.00	Richards, Benjamin W.	30.00
Johnson, A.	30.00	Richards, Samuel	80.00
Johnson, Lawrence	30.00	Richards, Thomas S.	30.00
Johnson, Moses	30.00	Ridgway, Jacob	50.00
Jones, Samuel W.	30.00	Roberts, Miss E. F.	50.00
Keating, William H.	30.00	Roberts, Rachel H.	40.00
Kingston, Stephen	30.00	Robertson, James S.	100.00
Kohne, Mrs. F.	30.00	Rockhill, T. C., & Co.	300.00
Kugler, Dr. Benjamin.	30.00	Rogers, Evans	30.00
Kuhl, Henry	30.00	Ross, James	30.00
Kuhn, Hartman	600.00	Rotch, Thomas	30.00
Laguerenne, P. L.	30.00	Rustic Assembly	35.00
Latimer, John R.	30.00	Sampson, B.	30.00
Lewis, Lawrence	50.00	Sargeant, Mrs. Mary	30.00
Lewis, R. M.	50.00	Savage, John	30.00
Lewis, W. D.	30.00	Schively, W.	30.00
Lex, Mrs. E.	30.00	Schrack, C.	30.00
Lex, Miss E.	30.00		

Schott, James	\$30.00	Tingley, Clement	\$30.00
Seybert, Henry	50.00	Tunis, Mrs. E. P.	50.00
Shober, Samuel L.	30.00	Vanderkemp, John J.	80.00
Short, William	130.00	Vaughan, John	350.00
Sill, Joseph	30.00	Vaux, Roberts	30.00
Siter, John	200.00	Vezin, Charles	30.00
Skirving, John	30.00	Wagner & Brother	100.00
Small, R. H.	30.00	Wagner, Tobias	50.00
Smith, C. W.	30.00	Walker, Lewis	100.00
Smith, Jacob R.	30.00	Waln, Jacob S.	50.00
Smith, J. Brown	30.00	Waln, Lewis	100.00
Smith, Samuel F.	30.00	Wampole, J.	44.00
Snider, Jacob	30.00	Warder, Benjamin H. ...	30.00
Snider, Jacob, Jr.	30.00	Warder, John H.	30.00
Spencer, J. J.	30.00	Watson, Charles C.	150.00
Stewart, T. S. C.	30.00	Watson, Joseph	30.00
Stillé, John	30.00	Wetherill, Charles	130.00
Stone, Dexter	30.00	Wetherill, John Price ...	50.00
Stott, Eliza	180.00	Wetherill, Rachel	30.00
Struthers, John	30.00	Whitall, S. M.	30.00
Swaim, William	30.00	White, Ambrose	30.00
Swift, John	30.00	White, Henry	30.00
Sykes, Mrs. R. W.	200.00	Williams, W. J.	487.50
Sykes, R. W.	100.00	Willing, Mrs. R. H.	50.00
Symington, Alexander ...	130.00	Willing, Richard	30.00
Taylor, Charles	50.00	Wistar, Bartholomew	200.00
Taylor, Charles	50.00	Wolf, George (Gov.) ...	30.00
Taylor, James	30.00	Wood, J.	100.00
Taylor, Knowles	1,000.00	Wurts, Charles S.	50.00
Thomas, Abel C.	40.00	Yarnall, B. H.	30.00
Thomas, George	30.00		

The following is a list of Legacies and Contributions made subsequent to 1843.

1837 William Young Birch..	*\$110,304.62	1843 Dr. Pierre Antoine Blenon*	\$1,720.00
1844 Edward Peace, M.D. . .	30.00	1847 William Wallace Cook. .	*504,046.31
1847 John Price	1,000.00	1847 W. H. Dillingham	30.00
1848 William R. Lejee. . . .	30.00	1848 Edward S. Whelan	30.00
1849 Richard Ronaldson . . .	500.00	1849 Elizabeth Huxham	94.50
1849 Israel Morris	100.00	1849 John Notman	30.00
1850 John Bohlen	95.00	1851 E. D. Stott	1,048.80
1851 Mrs. Ann McDonald..	285.00	1851 Thomas P. Cope	500.00
1851 James Bayard, Esq. . . .	100.00	1852 Thomas C. James	30.00
1852 Morris Patterson	30.00	1852 James C. Booth	30.00
1853 Samuel C. Morton	30.00	1853 Thomas H. White	30.00
1854 William H. Drayton . . .	*280.00	1855 Jacob G. Morris	500.00
1855 Enoch Rittenhouse	950.00	1855 J. S. Wiegand	30.00
1855 Napoleon B. Kneass... .	30.00	1856 Robert M. Lewis	*290.00
1856 Jasper Cope	500.00	1857 Jay Cooke	100.00
1858 Abraham Miller	*963.50	1858 Sarah Stillé	400.00
1859 Alexander Stewart	100.00	1860 Archbald Stewart	*200.00
1862 John Wright	8,375.00	1863 Hon. Samuel Breck... .	902.45
1863 Lawrence Johnson	1,098.36	1864 Hannah Parke	500.00
1864 Mary Ewing	100.00	1864 Paul Beck	100.00
1865 Josiah Dawson	1,000.00	1865 Maria B. Lentz	90.00
1865 William Duane	30.00	1865 Thomas Trower	*31,230.36
1867 Daniel Grim	446.50	1867 John Wiegand	30.00
1869 Ann Hertzog	3,126.44	1869 Jane McCarthy	800.00
1869 J. H. Hutchinson	30.00	1869 Alexander J. Derbyshire .	50.00
1869 William Miller	30.00	1869 Alfred D. Jessup	30.00
1869 J. Sergeant Price	30.00	1869 ——— Lewis	30.00
1870 Sarah Phipps	1,000.00	1870 Henry Weibel	1,035.00
1870 John Cadwalader, Jr. . .	30.00	1871 Mrs. Martha Notman.. .	950.00
1872 Charles S. Coxé	100.00	1872 Jonathan Tyson	81.41
1872 Nathan Barrett	95.00	1872 Richard J. Dobbins	100.00
1872 William W. Justice	100.00	1872 Edward Coles	30.00
1873 Jesse George	*3,500.00	1873 Isabella B. Truman	950.00
1874 Stacy B. Barcroft	2,244.00	1875 James Pleasants	95.00
1876 Sarah A. Laussat-Jennings .	1,140.00	1876 Henry I. Stout	3,500.00
1876 Richard D. Work	50.00	1876 Nathan Sharpless	30.00
1877 Catharine Nixon	470.00	1878 Pennell Smith	1,000.00
1879 Eliza Hutchinson	*72.13	1879 Mrs. Voltz	50.00
1880 Eliza Harland	414.61	1880 Joseph Watson Hibb	855.00
1880 Mary Shields	*195,148.46	1880 Alfred C. Harrison	1,000.00
1881 E. Claxton	300.00	1882 John A. Jones	5,000.00
1882 George W. Thorn	83.34	1883 William Miller	285.00
1883 Mary Ann Grier	475.00	1884 William M. Meigs	30.00
1884 Arthur V. Meigs, M.D.. .	30.00	1884 Rev. Alfred L. Elwyn . . .	30.00
1886 William McCann	1,737.73	1886 Unknown Person	130.00
1887 Dr. Lawrence S. Pepper . .	2,500.00	1887 Casper Heft	500.00
1888 Mary Rebecca Dailey Smith .	1,201.49	1888 Henry Seybert	2,000.00
1888 John M. George	2,000.00	1888 Joshua C. Lawrence	285.00
1888 Esther B. Sterner	5,000.00	1888 John A. Dugan	4,750.00
1889 Harriet H. Erwin	1,000.00	1889 Harriet C. Flickwir	5,000.00
1889 William B. Smith	95.00	1890 George D. Rosengarten . .	1,000.00
1890 Thomas Drake	5,000.00	1891 George S. Pepper	*8,162.50
1891 W. R. Lejee	*2,505.50	1892 Alfred Bamber	2,000.00
1892 Elizabeth Schaffer	10,000.00	1892 Samuel W. Brown	300.00
1892 "Unknown"	190.32	1894 Charles B. Birmingham . .	570.00
1894 Susannah Masson	1,000.00	1894 Charles Wistar	5,000.00
1895 Edward Strickland	500.00	1897 A. W. Butler	5,432.67
1898 "Unknown Friend"	2,000.00	1899 Stephen Taylor	738.74

1899 J. Dundas Lippincott...	\$5,000.00	1900 Leonard R. Hayes	\$1,000.00
1902 Harriet S. Benson	5,000.00	1903 Catharine H. Raco	98.83
1903 John Kay	1,000.00	1904 William Neubauer	506.19
1904 Hiram Brooke	2,000.00	1904 Mrs. Sophia G. Coxe...	13,000.00
1907 Joseph Lapsley Wilson.	30.00	1908 William Warner	*2,327.03
1909 William M. Farr	10,000.00	1909 A. Buchanan	147.89
1910 Ann Kerr	1,000.00	1910 Margaret S. Roberts...	1,752.78
1910 Thomas Nelson Page ..	50.00	1910 Ann P. Biddle	950.00
1913 J. Johnson Beans.....	100.00		

* Gifts aggregating this total have been received by the Institution at various times, but for the convenience of this record the total received is given in one single entry.

GENERAL INFORMATION

The Institution is located at Sixty-fourth and Malvern Avenue, Overbrook. Overbrook is within the limits of Philadelphia, and may be reached from the heart of the city either by street car, or by railroad from Broad Street Station.

The name—Institution for Instruction—tells the story of its purpose. The Institution is a school, and its pupils are school boys and school girls who happen to be blind, or to have very defective eyesight. It is not a State Institution, though it receives pupils whose expenses are partially met by the State. It is supported largely by bequests and the interest on invested endowment funds.

The charge for those able to pay tuition is \$300 for the school year.

The management does not fix age limits below or above which it will not receive pupils. But it generally prefers not to admit an applicant too young to dress or care for himself, or too old to be amenable to the discipline of schools adapted to youth. Candidates for admittance must be young, capable of education, and of good moral character.

The Institution does not supply clothing; and in no instance will it assume the permanent care of anyone. Its character of school must be preserved at all hazards; and it declines to undertake anything which will interfere with its proper and legitimate function.

As a boarding school the Institution undertakes to give its pupils for forty weeks in the year wholesome and stimulating environment. Just as much care and attention is given to the pupils when out of class as when in class.

The Institution aims to train as well as to teach; and, to further these ends its new buildings have been arranged on the cottage plan, each pupil having his home and his house-mother. Only children of kindergarten age are assigned to the kindergarten cottage, and the older pupils cannot mingle with them.

The course of instruction aims to be thorough and broad. It embraces the branches usually taught in the public schools, and many that are not generally taught there, such as typewriting, industrial and household pursuits, instrumental and vocal music, and piano-forte tuning.

Special attention is paid to physical exercises both in the open air and in the gymnasium, and attendance upon these exercises is compulsory.

The Institution is non-sectarian. Its pupils are required to attend the church their parents may select.

Pupils are required to write regularly to their parents or friends.

There is no school on Saturday afternoon, and at that time pupils are allowed to receive visitors.

Persons desiring to visit the school are cordially invited to do so.

The school has maintained since May, 1910, a Sales-room and Exchange at 204 South Thirteenth Street, Philadelphia, where orders are taken for piano tuning, chair caning, weaving of rag rugs and carpets, brooms, and knitted, crocheted and other generally useful articles. Here too are displayed various articles made by the blind.

OLIN H. BURRITT,
Principal.



SUMMER HOUSE

Built by boys of classes in wood-work with the guidance and assistance of their instructor.

EIGHTY-SECOND ANNUAL REPORT

OF THE

MANAGERS

OF THE

Pennsylvania Institution

FOR THE

Instruction of the Blind

PRESENTED TO THE ASSOCIATION

AT THE ANNUAL MEETING, DECEMBER 17, 1914

1915.

***Proceedings of the Eighty-Second Annual
Meeting of the Association.***

The stated annual meeting of the members of The Pennsylvania Institution for the Instruction of the Blind was held on Thursday, December 17th, 1914, at 5.30 P.M.

Judge J. Willis Martin was elected Chairman and Mr. Eli Kirk Price Secretary of the meeting.

The minutes of the last annual meeting were read and approved.

The annual reports of the Board of Managers and of the Principal and the report of the Committee of Audit and Inspection were presented and on motion were referred to the incoming Board to publish such portions of them as it might deem advisable.

Nominations of officers to serve for the ensuing year were made and on motion the Secretary was unanimously instructed to cast one ballot for those nominated. The Secretary reported that he had cast the ballot, as directed, and the Chairman declared the following persons duly elected:

OFFICERS OF THE INSTITUTION

Patron

HIS EXCELLENCY, GOVERNOR MARTIN G. BRUMBAUGH

President

JOHN CADWALADER (1870)*

Vice-Presidents

GEORGE H. FISHER (1876)
WILLIAM DRAYTON (1882)
ALFRED L. ELWYN (1884)
J. WILLIS MARTIN (1890)

Corresponding Secretary

ERNEST ZANTZINGER (1890)

Recording Secretary

ELI KIRK PRICE (1897)

Treasurer

JAMES CROSBY BROWN (1906)

Consulting Physician

CHARLES D. HART, M.D. (1912)

Consulting Surgeon

HENRY R. WHARTON, M.D. (1900)

Managers

Owen Wister	(1891)	Edward Hopkinson	(1910)
James P. Hutchinson, M.D.	(1894)	William Masters Camac	(1910)
John S. Newbold	(1899)	George W. Norris, M.D.	(1912)
Sydney G. Fisher	(1901)	George S. Robbins	(1912)
Geo. E. de Schweinitz, M.D.	(1905)	William H. Jefferys, M.D.	(1913)
Beauveau Borie, Jr.	(1905)	George M. Coates, M.D.	(1914)
Jos. Lapsley Wilson	(1907)		

* First elected a manager or an officer.

STANDING COMMITTEES

Finance

JOHN S. NEWBOLD	JOS. LAPSLEY WILSON
WILLIAM DRAYTON	EDWARD HOPKINSON
GEORGE S. ROBBINS	

Instruction

GEORGE H. FISHER	OWEN WISTER
WILLIAM DRAYTON	JAMES P. HUTCHINSON, M.D.
J. WILLIS MARTIN	SYDNEY G. FISHER
GEORGE E. DE SCHWEINITZ, M.D.	

Household

ERNEST ZANTZINGER	WILLIAM MASTERS CAMAC
BEAUVEAU BORIE, Jr.	GEORGE W. NORRIS, M.D.
JOS. LAPSLEY WILSON	GEORGE S. ROBBINS
WILLIAM H. JEFFERYS, M.D.	

Admission and Discharge

WILLIAM MASTERS CAMAC	EDWARD HOPKINSON
BEAUVEAU BORIE, Jr.	WILLIAM H. JEFFERYS, M.D.
GEORGE M. COATES, M.D.	

City Office

JOS. LAPSLEY WILSON	ERNEST ZANTZINGER
WILLIAM MASTERS CAMAC	

Ladies' Visiting Committee

MRS. JOHN CADWALADER	MRS. WILLIAM H. PATTERSON
MRS. EDWARD COLES	MRS. E. FLORENS RIVINUS
MRS. ELI KIRK PRICE	MRS. DAVID D. WOOD

OFFICERS OF THE HOUSE

Principal

OLIN H. BURRITT

Prefect

NEIL CROWLEY

LITERARY DEPARTMENT

Principal Instructors

ALBERT G. COWGILL

ELSIE G. HOWARD

Assistants

ELWOOD M. GOVAN

MABELLE R. GRIGG

PHILIP A. RANDLE

RAYMOND S. SHORTLIDGE

MAY D. SUMMERS

HARRIET E. TOTMAN

BERTHA N. WILCOX

SADIE E. BROWN

GRETA V. DAVIS

AMY K. HALFPENNY

ISABEL S. LONG

MARY QUINN

MARIAN L. SIMPSON

RAYMOND S. SHORTLIDGE, MAY D. SUMMERS, *Physical Culture*

JESSIE ROYER GREAVES, *Physical Expression and Declamation*

Assistants at the Kindergarten

MINNIE BUSH, *First Grade*

ANNIE K. HARTMAN, *Connecting Class*

JANE A. WHITE, *Kindergartner*

ANNIE G. McLAUGHLIN, *Principal's Assistant*

HELEN AUBRY, *Assistant in Principal's Office*

MICHAEL WILLIAMS, *Monitor*

MUSIC DEPARTMENT

Principal Instructor

RUSSELL KING MILLER

Assistants

MME. EMMA SUELKE-SHAW, *Voice*

THOMAS H. ERVIN, *Piano, Organ and Harmony*

OSCAR H. BILGRAM, *Piano and Harmony*

ELSIE E. BRUGGEMANN, *Piano*

MARY E. DAVISON, *Piano*

S. GERTRUDE REESS, *Music Reader*

JACOB BAUSCH, *Tuning and Class Singing*

MANUAL TRAINING AND WORK DEPARTMENT

PHILIP A. RANDLE, *Wood-work*

JAMES HAMILTON, *Broom-work*

MILLARD HARDMAN, *Carpet, Hammock, Broom-work*

HERBERT HARTUNG, *Cane-seating, Reed, Raffia*

ELIZA M. ROSS, *Work Mistress and Teacher of Domestic Science*

EDITH MANNING, *Reed, Raffia, Knitting, Crocheting*

MABEL COLVIN, *Machine Sewing*

AMY K. HALFPENNY, *Cane-seating*

FIELD OFFICER

LIBORIO DELFINO

LIBRARY AND PRINTING OFFICE

SARAH STERLING, *Librarian and Proof Reader*

HERBERT HARTUNG, *Assistant to the Librarian*

OLIVER R. HEINZE, *Stereotyper and Printer*

NELLIE G. MCINTYRE, *Stereotyper and Proof Reader*

WILLIAM S. RUTLEDGE, *Stereotyper*

IDA E. PRICE, *Proof Reader*

JESSIE D. GUTZLAFF, *Proof Reader*

Matron

ELIZABETH C. LORIMER

Housemothers

<i>Girls</i>	<i>Senior</i>	<i>Boys</i>
MARY M. WEBER		MARY A. PALMER
	<i>Intermediate</i>	
EMMA G. ROBERTSON		MARY DEWEES
	<i>Primary</i>	
AMELIA K. GRIER		GERTRUDE RAWLINGS
	<i>Kindergarten</i>	
ANNA S. MACKNIGHT		ELIZABETH K. WEBER

Chief Engineer

JAMES A. PLATT

Attending Physicians

FRANCIS W. SINKLER, M.D.

WILLIAM DRAYTON, JR., M.D.

THOMAS B. HOLLOWAY, M.D., *Ophthalmologist*

WILLIAM PENN VAIL, M.D., *Laryngologist*

THOMAS W. BUCKINGHAM, D.D.S., *Dentist*

***Eighty-Second Annual Report of the Board of
Managers to the Corporators, to the State
Board of Charities, and to
the Legislature.***

It is gratifying to state that another year has passed in which the work of the Institution has been most successful. The school has been full and there are applications on the waiting list for any vacancies that may occur. In submitting the Report of the Principal I urge all who are interested in the education of the blind to read it carefully. He has dealt with the very interesting problem of "The Relation Between Manual Dexterity and Mentality." This subject is very fully discussed and the tables showing the percentages are of much interest. In a general way the facts show that a large majority of pupils do work of the same grade in Manual and in Literary subjects.

The continued improvement in the general physical activity of the pupils is marked. The public performances given by the girls in "A Midsummer Night's Dream" and especially the one given in the open air by moonlight before a very large audience at the Institution were quite remarkable. Moving picture films were obtained of some of the scenes, which were exhibited at Keith's theatre in this City and in other theatres of the West and also in London during the International Conference on the Blind held there in June last.

Quite as remarkable were the performances of the Mikado given by the boy pupils. Large audiences attended and the receipts have been applied for excellent objects.

Our pupils are greatly encouraged by the success of

so many of those who have been educated at the school in securing positions in which they work on equal or nearly equal terms with seeing persons and become able to sustain themselves without assistance. This is of course the great purpose of our Institution and it is important that the public should understand the danger of encouraging mendicancy in blind persons. The natural charitable impulses of the public enable this class of vagrant to be very successful in obtaining money. It adds much to the difficulty of stimulating the self-respect and desire to compete on equal terms in life when the blind find that others of their class can prosper without any effort.

The death of Miss Dunning occurred since our last report. Few teachers connected with the school have ever done more for the benefit of the blind to whom she devoted almost the whole of her adult lifetime. She had the respect and regard of all who came in contact with her and she never failed in her loyal devotion to the best interests and education of the pupils who came under her care. Even in dying this did not end as out of her savings which her great prudence had enabled her to lay aside, she remembered very liberally both this Institution, the Pennsylvania Industrial Home for Blind Women and the Chapin Memorial Home for Aged and Infirm Blind of the latter two of which she was a Manager. Her loss was very great and she will be long remembered by all who came under her excellent influence.

The Principal was able to attend the Conference in London and to extend his visit to other portions of Europe where he saw the workings of some of the oldest and best schools for the blind. Unfortunately the outbreak of this great war interfered at the end, with much that he would like to have done but this opportunity was of great value to him in increasing his knowledge of the needs and the best

methods of dealing with the needs of the blind. The Institution was well looked after in his absence by the Prefect and others who remained at their posts which showed the efficiency of the general management of the school.

I wish again to call the attention of all who read this report to the importance of increasing the means of the Chapin Memorial Home for Aged and Infirm Blind persons. Few efforts to serve the blind have been of greater value than this pleasant and cheerful home for those who are not fortunate in having relatives or others near to them who can look after them in their later days. It has been very successful in a small way but the field is a large one and the generosity of those who recognize their obligations to their fellow beings who do not share in the enjoyment of all the senses is asked in order to increase this work which has been so well inaugurated.

Respectfully submitted,

JOHN CADWALADER,
President.



THE SUMMER HOUSE IN PROCESS OF CONSTRUCTION

The finished house is shown in the frontispiece.

Annual Report of the Principal to the Board of Managers.

GENTLEMEN:—

In a recent conversation with a prominent educator who has given considerable attention to the education of special classes of pupils, I asked what contribution to the science of education we educators of the blind ought to endeavor to make through the medium of our annual reports. His answer was: "Present some one phase of your work each year; you who are engaged in the education of defective children have at hand a wealth of excellent material, but it is largely locked up in institution files; it ought to be published so that it will be available for use in the study of educational principles."

I have often wondered what a study of the standings obtained by our pupils would show concerning the relation between manual dexterity and mentality. Believing that such a study would be helpful and suggestive, I have had the records of 488 present and former pupils carefully studied to ascertain on the one hand what grade of work they did in subjects which are generally believed to be an index to their mental ability, *i. e.* the usual subjects of the school curriculum and music, and on the other hand the quality of their work in those subjects which are indicative of their ability with their hands, such as modeling with clay, wood-work, caning, weaving, broom-making, and tuning—the manual occupations of our boys; and the knitting, crocheting, hand and machine sewing which our girls do.

So many factors enter into such a study that it is extremely difficult to draw any reliable conclusions; this study will, therefore, be a maximum of presentation of facts and a minimum of drawing of conclusions.

The age at which sight was lost unquestionably has a very important bearing upon the facility with which the

pupil uses his hands; but precisely what bearing, it is extremely difficult to say. Does a boy who loses his sight say at twelve years of age have better or poorer use of his hands than a boy of equal ability who has never seen? Undoubtedly he has a far better conception of material things and he may have better use of his hands; but are they better trained? Can he do well with his hands more or fewer things than the boy totally blind from birth or early childhood?

Another important factor that enters into the problem is the degree of blindness. In every school for the blind are some pupils who have a little sight. These pupils who have the advantage in most respects over those who are totally blind have an even greater advantage in this matter of the use of hands in manual work. And Dr. Holloway cautions me that even in the case of two pupils who have the same amount of vision there will be considerable variation in the amount of helpful use they get from the sight they have—a fact that the experience of our teachers fully substantiates.

A third factor is the age at which the pupil entered school; for both mind and muscle are more pliant in childhood than in youth and in youth than in mature years. But there may be, sometimes is, a very great difference in the capabilities of two totally blind pupils who lost sight at the same age and entered school at the same age. In one case the pupil has never been permitted or encouraged to take any part in the activities of the home; in the other his parents have been wise enough to see the value to their blind child of the fullest possible sharing in the daily routine. There is little doubt that, *other things being equal*, the second child has vastly superior ability along both manual and intellectual lines; but in so few cases are all other things equal.

Into the correct answer to this question of relative manual and mental ability enter also all those factors that make up the individuality of the pupil which are complicated in the case of our pupils by the physical causes of blindness.

Since 1891 the standings of our pupils in their various

subjects have been entered each year on a uniform record card. We have gone carefully over the records of 188 pupils now in school who have been here for at least one year and have ascertained their grades in the regular school classes and in music as indicative of their mental ability; and in all subjects taught in the manual training department as indicative of their manual ability. Our first study takes no account of the age at which sight was lost, the degree of blindness, or the age at which the pupil entered school. It is a comparison between the manual and the mental ability of the entire number of pupils studied—a comparison, not of one pupil with another, but of each pupil's capabilities along intellectual and manual lines.

While our school records have been our chief reliance in this study we have been materially aided by the intimate knowledge of the individual pupil which our teachers acquire. The number of pupils per teacher in our schools is relatively small, necessarily so; for instruction in many subjects must be largely individual. This enables us to study the interests and capabilities of the individual pupil more thoroughly than would be possible with larger numbers. The frequent readjustment of the work of the pupil due to various causes, prominent among which are his health and a more thorough understanding of his capabilities, forces us to give much thought to the ability of each pupil in the several departments in which instruction is given. Thus we all obtain exceptionally accurate ideas of the manual and mental abilities of our pupils.

Our study then has been to ascertain;

- (1) How many pupils have done work of equal grade in both literary and manual subjects?
- (2) How many have done better work in manual than in literary subjects? And
- (3) How many have done better work in literary than in manual subjects?

The records of the 188 present pupils studied show the following:

TABLE I
COMPARISON BETWEEN STANDINGS IN MANUAL AND LITERARY SUBJECTS
OF 188 PRESENT PUPILS WHO HAVE BEEN IN SCHOOL NOT LESS
THAN ONE YEAR.

	Girls	Boys	Total	Percentage
No. pupils who have done work of the same grade in manual and literary subjects	65	64	129	68.6
No. pupils who have done better work in manual than in literary subjects..	8	17	25	13.3
No. pupils who have done better work in literary than in manual subjects..	21	13	34	18.1
Totals	94	94	188	100.

In order that we may have a larger number upon which to base our observations we have made the same study of the comparative standings in manual and literary subjects of 300 pupils discharged during the past ten years, excluding from our study all those pupils discharged during this time who remained in school too short a time to enable us to form an accurate judgment of their attainments, *i. e.* less than one year, and the few adults who have come for a short stay for a specific purpose.

TABLE II
RELATIVE STANDINGS IN MANUAL AND LITERARY SUBJECTS OF 300
PUPILS DISCHARGED DURING THE PAST TEN YEARS.

	Girls	Boys	Total	Percentage
No. pupils who have done work of same grade in manual and literary subjects	91	106	197	65.7
No. pupils who have done better work in manual than in literary subjects..	41	32	73	24.3
No. pupils who have done better work in literary than in manual subjects..	8	22	30	10.
Totals	140	160	300	100.

By combining the group of 188 pupils who are now in school and the 300 who have left, we have:



MODELING BY KINDERGARTEN, CONNECTING-CLASS AND FIRST GRADE PUPILS

Among the objects can be seen Hiawatha in his birch bark canoe; a ship to carry relief to the homeless Belgians; a cannon and the firing squad; "the ginger bread man"; and the story of the nativity.



MODELING BY KINDERGARTEN, CONNECTING-CLASS AND FIRST GRADE PUPILS

In the foreground is a fireplace and miner's lamp, pick and shovel.

TABLE III

THE RELATIVE STANDINGS IN MANUAL AND LITERARY SUBJECTS OF 488
PRESENT AND FORMER PUPILS.

	Girls	Boys	Total	Percentage
No. pupils who have done work of same grade in manual and literary subjects	156	170	326	66.8
No. pupils who have done better work in manual than in literary subjects..	49	49	98	20.1
No. pupils who have done better work in literary than in manual subjects..	29	35	64	13.1
Totals	234	254	488	100.

Assuming that the 488 pupils chosen as indicated above, which is more than one-fifth of the entire number (2304) that have attended our school since its organization in 1833, are fairly representative of the entire number, it appears from the facts shown in Tables I-III that almost exactly two-thirds of all the pupils that enter our school do work of an equal grade in manual and literary subjects, *i. e.* if a student does work of high grade in his school classes, he does work of an equally high grade in those classes which demand large use of his hands; if he does poor work in his manual subjects he does correspondingly poor work in his literary and musical subjects: one-fifth do better work in manual than in literary subjects; and about two-fifteenths do better work in literary than in manual subjects.

In order to see what bearing upon the relative standing in manual and literary subjects the possession of a little useful sight seems to have, we have separated the group of 188 pupils now in school into "the totally blind" and "the partially blind", adopting as our standard, not the strict definition of the oculist which would place among the partially blind those who have only perception of light, but a classification that places among the totally blind all pupils who have less than one-sixtieth of normal vision in either eye. Thus classified the partially blind include those who seem to make some little use of the modicum of sight they have

for their work in manual subjects—sufficient use to give them some advantage, however slight, over those who, for the purposes of this study, may fairly be considered totally blind.

TABLE IV

THE RELATIVE STANDINGS IN MANUAL AND LITERARY SUBJECTS OF 146
TOTALLY BLIND PUPILS NOW IN SCHOOL.

(For definition of "total blindness" as here used, see preceding paragraph.)

	Girls	Boys	Total	Percentage
No. pupils who have done work of same grade in manual and literary subjects	59	47	106	72.6
No. pupils who have done better work in manual than in literary subjects..	9	3	12	8.2
No. pupils who have done better work in literary than in manual subjects..	13	15	28	19.2
Totals	81	65	146	100.

TABLE V

THE RELATIVE STANDINGS IN MANUAL AND LITERARY SUBJECTS OF 42
PARTIALLY BLIND PUPILS NOW IN SCHOOL.

(For definition of "partial blindness" as here used, see paragraph preceding Table IV.)

	Girls	Boys	Total	Percentage
No. pupils who have done work of same grade in manual and literary subjects	13	10	23	54.8
No. pupils who have done better work in manual than in literary subjects..	3	10	13	30.9
No. pupils who have done better work in literary than in manual subjects..	5	1	6	14.3
Totals	21	21	42	100.

The variations between the totally blind and the partially blind shown in Tables IV and V are about what we

should expect. It appears that, whereas approximately seven out of ten totally blind pupils have done work of an equal grade along manual and literary lines, only a little more than one-half of the partially blind do equally good work in both departments; that only about one-twelfth of the totally blind do better work in manual than in literary subjects as compared with three-tenths of the partially blind; but on the other hand that approximately one-fifth of the totally blind do better work in literary and musical subjects than in manual, while only one-seventh of the partially blind excel along literary and musical lines.

Always seeking to know what bearing the age at which sight was lost has upon all our problems, we have selected 146 pupils, who may fairly be considered totally blind for the purposes of this study as before explained, to endeavor to ascertain what bearing the age at which sight was lost has upon relative ability along manual and literary lines. It is my belief, based not upon any careful study of the problem but only upon some observation of blind pupils, that a child who loses his sight at four or five years of age has some advantage over a child who has never seen; that one who has seen until he is eight, nine or ten years of age has considerable advantage over one who has seen for four or five years only, and an enormous advantage over the child who has been blind from babyhood or early childhood: and that the child who loses his sight after ten years of age has so many advantages over one who has been blind from infancy that the attempt to teach them together, if successful, requires a teacher of exceptional ability and resourcefulness. Indeed I am inclined to the opinion that these boys and girls who lose their sight after ten or twelve years of age should attend one of our special schools for a short time only—long enough for them to acquire the ability to read and write a dot type easily and to use with facility the special apparatus needed by the blind—and that they should then be educated with those who see.

I have, therefore, separated these 146 totally blind pupils into three groups, composed respectively of those who have

lost sight (1) under five years of age, (2) at five and under ten years of age, and (3) at ten years of age or older.

TABLE VI

AGE AT WHICH BLINDNESS OCCURRED OF 146 TOTALLY BLIND PUPILS.

(For definition of "total blindness" as here used, see paragraph preceding Table IV.)

	Girls	Boys	Total	Percentage
Lost sight under five years of age....	61	53	114	78.1
Lost sight at five and under ten years of age	8	11	19	13.
Lost sight at ten years of age or older.	4	9	13	8.9
Totals	73	73	146	100.

From the above table it appears that nearly four-fifths of the 146 pupils under consideration lost sight under five years of age, 94 of these 114 losing sight under one year of age.

The next three tables exhibit the relative standings in manual and literary subjects of these 146 totally blind pupils classified according to the age at which sight was lost.

TABLE VII

RELATIVE STANDINGS IN MANUAL AND LITERARY SUBJECTS OF 114 TOTALLY BLIND PUPILS WHO LOST SIGHT UNDER FIVE YEARS OF AGE.

	Girls	Boys	Total	Percentage
No. pupils who have done work of same grade in manual and literary subjects	44	39	83	72.8
No. pupils who have done better work in manual than in literary subjects..	2	5	7	6.2
No. pupils who have done better work in literary than in manual subjects..	15	9	24	21.
Totals	61	53	114	100.

TABLE VIII

RELATIVE STANDINGS IN MANUAL AND LITERARY SUBJECTS OF 19
TOTALLY BLIND PUPILS WHO LOST SIGHT AT FIVE AND UNDER
TEN YEARS OF AGE.

	Girls	Boys	Total	Percentage
No. pupils who have done work of same grade in manual and literary subjects	5	7	12	63.2
No. pupils who have done better work in manual than in literary subjects..	2	1	3	15.8
No. pupils who have done better work in literary than in manual subjects..	1	3	4	21.
Totals	8	11	19	100.

TABLE IX

RELATIVE STANDINGS IN MANUAL AND LITERARY SUBJECTS OF 13
TOTALLY BLIND PUPILS WHO LOST SIGHT AT TEN YEARS OF
AGE OR OLDER.

	Girls	Boys	Total	Percentage
No. pupils who have done work of same grade in manual and literary subjects	4	7	11	84.6
No. pupils who have done better work in manual than in literary subjects..	0	2	2	15.4
No. pupils who have done better work in literary than in manual subjects..	0	0	0	0.
Totals	4	9	13	100.

The numbers dealt with here are probably too small to warrant drawing any conclusions but it is doubtless of some significance that the percentage of those who do better work in manual than in literary lines rises from 6.2 per cent. of those who lost sight under five years of age to over 15 per cent. of those who lost sight at five years of age or older.

Within the ten-year period under review twenty-eight children between four and twelve years of age have entered our kindergarten or first grade, not one of whom possessed sufficient ability to advance to the second grade and only six of whom were advanced to the main building for a trial

in the first grade: the remaining twenty-two have been discharged direct from the kindergarten after periods of trial varying from two months to four years. In this connection it is instructive to observe the manual ability of these children. Estimates of the "use of hands" are made at the time of entrance of all the children that enter our kindergarten and elementary grades. These estimates are filed and are available for comparison with subsequent estimates made after the pupils have been some time under instruction. Reports as to the "use of hands" of these twenty-eight children were as follows: eleven, "very poor"; thirteen, "poor"; and only four received our lowest passing mark "fair". Such observations as these are frequent: "cannot wash, dress, or feed himself"; "can scarcely feed herself with a spoon"; "cannot care for person"; "helpless as a two-year old child, needs assistance in feeding and dressing"; "cannot wash, dress or care for himself"; "apparently feeble-minded". It is significant that, with two or three possible exceptions, these twenty-eight children who were either feeble-minded and remained only a few months, or were exceedingly backward and remained for a somewhat longer trial, had exceedingly poor use of hands.

All our evidence goes to show, therefore, that a large majority of our pupils—approximately seven of every ten—do equally well in manual subjects and in the more distinctively mental subjects of the literary and musical departments; and that where notably inferior work is done along manual lines by a pupil of recognized mental ability as shown by his work in the class room and in music, this is usually due to want of opportunity rather than to lack of ability.

Because the training of the hand of the blind child is fundamental to his education and intellectual growth, we
Our Course have long given careful attention to manual
in Manual training throughout the entire course, and
Training. our pupils spend a liberal proportion of their
time each week with the manual training teachers.

All those children who enter school at six or seven years of age now spend three years at the kindergarten



MODELING—THE WORK OF BOYS OF THE SECOND, THIRD AND FOURTH GRADES

In some instances models and objects modeled can be seen side by side. Can you tell which is the model?

building, one year each in the kindergarten, connecting class and first grade. The kindergarten games and occupations which utilize so largely the hand are peculiarly adapted to the needs of the blind child; and our kindergartners who have taught only seeing children before coming to us frequently tell me that they are surprised to find how few of the usual kindergarten occupations they have to dispense with in training blind children. But there are certain occupations which are particularly helpful in training our children.

CLAY MODELING is exceptionally valuable because it enables the child to *express* his ideas of the objects which he has examined. Under the direction of the teacher he is led to see wherein his creation differs from the object he is endeavoring to reproduce, and the plastic material easily lends itself to correction.

DRAWING, which our children do with brass-headed upholsterer's tacks on "cushions" filled with excelsior and covered with denim, is another aid to the study of form: this too is valuable as a means of expression for the sightless child.

PAPER FOLDING, AND CUTTING various patterns with blunt-pointed scissors is an additional means for developing the use of the hands and securing correct ideas of form; and the mastery of the hands, or the lack of it, is more clearly shown in this work than in anything the child has yet undertaken.

WEAVING is also utilized for hand training. The first weaving is done with thin strips or "slats" of wood about $\frac{3}{8}$ of an inch wide with half-inch skirt braid as "warp". Then follows the weaving of heavy cord upon the Todd weaving loom and finally inch and half-inch strips of paper are woven into various patterns.

STRINGING the usual kindergarten wooden beads on heavy shoe laces is followed by the stringing of nature materials such as cranberries and various kinds of garden seeds (after soaking in water).

SEWING with shoe laces through holes one-fourth inch

in diameter in sole leather is followed by the use of coarse blunt worsted needles with large roughened holes through heavy cardboard—an unconscious but valuable preparation for reading Braille: then the use of real sewing needles and thread in sewing buttons upon denim.

RAFFIA is utilized for winding over strong foundations such as napkin rings and picture frames and for buttonhole stitching.

REED basket making has been made possible for younger children by the introduction of wooden basket and tray bottoms (with holes for the reed.)

These are the chief means by which we endeavor to train the hands of the children prior to their promotion to the main school and their entry into the second grade. Approximately one-third of the time spent in the school room is devoted to one or the other of the above forms of manual training.

Beginning with the second grade our girls are regularly assigned to the work room where they are taught in succession knitting, hand-sewing, crocheting, machine-sewing and chair caning. Their progress varies according to their ability; some master all these handicrafts and become quite expert in them; others can do only indifferent work in any of them; but all are given the opportunity. Instruction is also offered in the making of baskets from reed and willow, of which a majority of our girls avail themselves. A few are also taught carpet and rug weaving. The work in domestic science which the majority of our girls have offers an unusual variety of forms of hand training. It is doubtless correct to say that in no other form of hand training do the excellencies and the deficiencies of manual facility stand out more clearly than in the domestic science classroom.

Following their work in modeling and drawing or in conjunction with it, all our boys are taught wood-work and caning. As they advance they learn either tuning; or broom-making, weaving and hammock making. For those who have sufficiently good use of their hands and a correct "ear",

we always advise tuning and strongly urge the acquiring of at least weaving and hammock making in addition to the tuning, particularly in the case of those who are not competent musicians, music and tuning making a very good combination. Those who have no musical ability are urged to acquire all the industries that are taught in the school. Broom-making, being unremunerative in these days of machinery, is taught to but few; and we advise few to attempt to follow it as a trade after leaving school—it is usually better to buy and sell brooms rather than to attempt to make them. This fall we are having a practical basket maker teach a small number of boys who cannot learn tuning to make reed and willow baskets, which all our industrial teachers and a selected few of our girls are taking the opportunity to learn.

In connection with a survey of the several subjects that are taught in the school with the primary purpose of developing manual dexterity, it is instructive to observe the relative amount of time spent by our pupils in some form of manual training. Our principal teachers have prepared tables to show this in graphic form. The first tables show the average amount of time spent by all the pupils of the several grades in each of the four principal departments, viz., literary, musical, physical and manual training. These averages represent with reasonable accuracy conditions through the fourth grade, but, as our more talented pupils in music need an increased amount of time for music study and practice by the time they reach the fifth grade, the time assignments between the musical and non-musical students diverge rapidly from the fifth grade on: our musical pupils give an increasing number of hours per week each year to music, a steadily decreasing number each year to manual training; our non-musical students on the other hand give more and more hours per week each year to manual training, less and less to musical subjects. In order that these conditions may be accurately shown we have prepared two additional tables showing the time assignments above the fifth grade of typical musical and non-musical students.

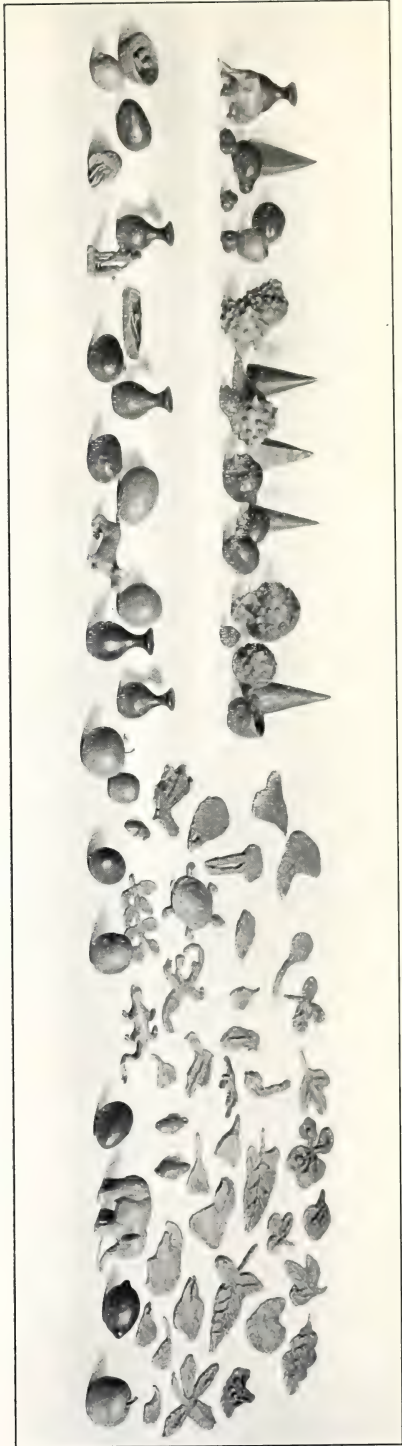
TABLE SHOWING DISTRIBUTION OF TIME AMONG THE
SEVERAL SCHOOL DEPARTMENTS
BOYS' SCHOOL 1914-1915

	Number of Pupils In Grade	Departments and Average number of Hours per Week Assigned to Each										Total Number Hours per Week in all Departments	Proportion of Time allotted to Manual Training (Approximate Only)
		LITERARY *	MUSIC +	PHYSICAL	M A N U A L						Total Number Hours per Week		
					Model- ing	Can- ing	Wood Work	Weav- ing	Broom Mak- ing	Tun- ing			
GRADE—SPECIAL	5	22	1	3		6	2		4		12	38	1/3 —
GRADE II	7	19.5	1	1.5	1.5	9.5					11	33°	1/3
GRADE III	7	23	4	3	1.5	4.5	2				8	38	1/5 —
GRADE IV	13	22	3	3	1.5	6.5	2				10	38	1/4 +
GRADE V	10	22	3.5	3		4.5	2		3		9.5	38	1/4
GRADE VI	10	23	3	3		4	2		3		9	38	1/4 —
GRADE VII	5	23	3	3		3			2	4	9	38	1/4 —
GRADE VIII	8	17	5	3				1		12	13	38	1/3 +
GRADE IX	8	12	5	3			1	1		16	18	38	1/2 —
GRADUATES	6	2	12	3			1	1		19	21	38	1/2 +

* Does not include five hours evening study-hour, one hour each evening.

† All pupils have a minimum assignment of two half-hour periods a week to chorus singing.

° Pupils of second grade are through at four o'clock each day.



MODELING—THE WORK OF BOYS OF THE THIRD AND FOURTH GRADES
Details of some of objects shown in the cabinet in the preceding illustrations.

TABLE SHOWING DISTRIBUTION OF TIME AMONG
THE SEVERAL SCHOOL DEPARTMENTS

GIRLS' SCHOOL 1914-1915

	Number of Pupils in Grade	Departments and Average Number of Hours per Week Assigned to Each					
		*LITERARY	†MUSIC	PHYSICAL	MANUAL	Total Number Hours per Week in all Departments	Proportion of Time allotted to Manual Training (Approximate only)
GRADE II	5	24	2	4	7.5	37.5	$\frac{1}{5}$
GRADE III	15	23.5	3	4	7	37.5	$\frac{1}{5} +$
GRADE IV	13	24	3.5	3	6.5	37	$\frac{1}{6} -$
GRADE V	9	23.5	4	3.5	6	37	$\frac{1}{6} +$
GRADE VI	9	20	2.5	3.5	12	38	$\frac{1}{3} -$
GRADE VII	7	17.5	7	3.5	10	38	$\frac{1}{4} -$
GRADE VIII	8	18	5	3.5	11.5	38	$\frac{1}{3} -$
GRADE IX	4	11.5	17	3.5	6	38	$\frac{1}{6} +$
GRADUATES	2	5.5	18	3.5	11	38	$\frac{1}{3} -$

* Does not include five hours evening study-hour, one hour each evening.

† All pupils have a minimum assignment of two half-hour periods a week to chorus singing.

TIME ASSIGNMENTS TO THE DIFFERENT
DEPARTMENTS OF TYPICAL MUSICAL
AND NON-MUSICAL PUPILS

BOYS' SCHOOL 1914-15

Departments and Hours per Week Assigned to Each					Total Hours per Week in all Departments	Proportion of Time allotted to Manual Training (Approximate only)
	LITERARY	MUSIC	PHYSICAL	MANUAL		
GRADE V						
Non-Musical Pupil	22	1	3	12	38	$\frac{1}{3} -$
Musical Pupil	22	9	3	4	38	$\frac{1}{9} -$
GRADE VI						
Non-Musical Pupil	23	1	3	11	38	$\frac{1}{3} -$
Musical Pupil	23	10	3	2	38	$\frac{1}{19} -$
GRADE VII						
Non-Musical Pupil	23	1	3	11	38	$\frac{1}{3} -$
Musical Pupil	23	9	3	3	38	$\frac{1}{13} +$
GRADE VIII						
Non-Musical Pupil	17	1	3	17	38	$\frac{1}{2} +$
Musical Pupil	17	9	3	9	38	$\frac{1}{4} -$
GRADE IX						
Non-Musical Pupil	12	3	3	20	38	$\frac{1}{2} +$
Musical Pupil	12	9	3	14	38	$\frac{1}{3} +$
GRADUATES						
Non-Musical Pupil	2	3	3	30	38	$\frac{3}{4} +$
Musical Pupil	2	18	3	15	38	$\frac{1}{2} -$

TIME ASSIGNMENTS TO THE DIFFERENT
DEPARTMENTS OF TYPICAL MUSICAL
AND NON-MUSICAL PUPILS

GIRLS' SCHOOL 1914-1915

Departments and Hours per Week Assigned to Each					Total Hours per Week in all Departments	Proportion of Time Allotted to Manual Training (Approximate only)
	LITERARY	MUSIC	PHYSICAL	MANUAL		
GRADE V						
Non-Musical Pupil	23.5	1	3.5	9	37	$\frac{1}{4} +$
Musical Pupil	23.5	7	3.5	3	37	$\frac{1}{12} +$
GRADE VI						
Non-Musical Pupil	20	1	3.5	13.5	38	$\frac{3}{8}$
Musical Pupil	19	8	3	8	38	$\frac{1}{5} +$
GRADE VII						
Non-Musical Pupil	18	3	3.5	13.5	38	$\frac{1}{3} +$
Musical Pupil	17.5	8.5	3.5	8.5	38	$\frac{1}{5} +$
GRADE VIII						
Non-Musical Pupil	18.5	1	3.5	15	38	$\frac{2}{5} -$
Musical Pupil	17.5	9	3.5	8	38	$\frac{1}{5} +$
GRADE IX						
Non-Musical Pupil	14.5	3	3.5	17	38	$\frac{1}{2} -$
Musical Pupil	11.5	21.5	3	2	38	$\frac{1}{19}$
GRADUATES						
Non-Musical Pupil	6.5	12.5	3.5	15.5	38	$\frac{2}{5}$
Musical Pupil	5.5	23	3	6.5	38	$\frac{1}{6} +$

An examination of these tables shows that the proportion of time assigned during school hours which our pupils devote to manual training is approximately as follows: second and third grades, one-fifth (this year the boys of the second grade, one-third); the girls of the fourth grade, one-seventh, the boys, one-fourth; the girls without musical talent above the fourth grade, from one-fourth to one-half; the boys, from one-third to more than three-fourths; the girls with musical talent, from one-nineteenth to one-fifth; the boys, from one-nineteenth to one-half (the excess of time in the boys' school during the last three years is due to the study of tuning which almost without exception our boys with musical ability learn).

From the facts presented it must be conceded that we recognize here the value and importance of the training of the hand of the blind child and that we provide for it by liberal assignments of school time. In these facts is also found a valid reason for our present policy of careful selection of pupils for advanced musical training and of restricting the number to those whose musical ability is above the average; for specializing in music means such a reduction in the time assigned to manual training as is warranted only in the case of pupils with exceptional musical talent.

We must always remember, however, that we are primarily a school for the all-round training of blind children whose average age is less than fifteen years and that whatever we may do in the way of teaching our pupils a *trade* by which it is hoped they can earn a livelihood, must be deferred until this all-round training has been provided and the pupil reaches, or at least approaches, the mature years of manhood and womanhood.

With the increased emphasis that we have been placing upon the importance of training our pupils so that they can achieve self-support or make substantial contributions to such support, we are continually asking ourselves what more we can do to increase the number of blind people who shall be self-supporting. This is our reason for having at the

**The Normal
Training of
Blind Teachers
in Our Schools.**



SENIOR PUPILS TEACHING MUSIC TO SEEING PUPILS

Hand position and finger-action at the table.



SENIOR PUPILS TEACHING SEEING PUPILS

At the clavier and piano.

kindergarten each year since September, 1909, one of our girls who has been assigned alike to duties about the household under the guidance of the housemothers and in the class-room under the direction of the teachers. And if we draw any distinction in importance between teaching a blind child to dress himself and to eat properly, and teaching him to read and write Braille, it is in favor of the former. The girl selected for this practical training has been one who is not particularly musical but who has good use of her hands, is fond of children, is appreciative of what the school has done for her, and above all who has the right spirit toward the work. A little useful sight is recognized as an additional qualification chiefly because we are sometimes asked to recommend a teacher for a blind child who is living at home. However, that two of the six selected for this training have been totally blind indicates that the basis of selection is not the possession of any sight or the lack of it. It is significant that four of the five girls who have completed this training have been almost continuously employed at remunerative employment since completing this year of practical training.

I have been desirous for some time that our advanced pupils in music should have before their graduation the opportunity to teach seeing pupils under the supervision of our experienced teachers of music; for our musical graduates must be prepared to teach children who see, as it is from among these they must look for their pupils. Now with us educators of the blind it is a trite saying that, in order to succeed, a blind person must be able not merely to do a thing as well as but a little better than people who see. Our music department has recognized the value of this teaching under supervision and has been looking forward to the time when they would be prepared to begin it. This fall the work has been commenced and six of our senior girl pupils in music are teaching six little girls from the neighborhood. On the principle that one appreciates more what costs him something we are charging a nominal fee for the instruction, the proceeds of which are given to these pupil-teachers in training.

This plan is not an experiment: we had some of it at Batavia; they have had it at the Perkins school for four years; other schools I doubt not have it. It is but natural to expect that the chances for a blind person to succeed as a teacher of seeing children will be greatly enhanced by reason of the added confidence in themselves as well as a greater confidence on the part of their employers that is inevitable from a more complete and exact knowledge of what one is to teach. Our graduates who have these opportunities should be even more successful than those who have left us in former years, successful as many of these have been.

Our annual concert was given this year at Horticultural Hall on Tuesday evening, May 12th, 1914, by our school chorus of fifty-two voices, assisted by M. Lucile Mahan, Edward L. Henahan and Arnold Deason, three of our advanced pupils in music—and by Mr. George Russell Strauss, baritone, and about fifty members of the Philadelphia Orchestra. A new feature this year was the larger part in the solo work taken by our pupils. Our two young men just completing their course in music played their selections very creditably and Lucile Mahan's singing of the "Aria" from Tschaikowsky's "Jeanne d'Arc" was exceptionally well received. We cannot too often put before the public the attainments of our capable pupils that we may thus do everything possible to counteract the too generally prevalent idea that blind people are to be pitied, and to enforce the thought that capable blind people with character crave, not charity, but opportunities to work.

In lieu of their customary annual complimentary entertainment, the Boys' Glee Club this year gave "The Mikado" at Lu Lu Temple on Thursday evening, May 21st, 1914, from which was realized nearly \$250.00 which has been equally divided between the fund for furthering the work of the Uniform Type Committee and our Graduates' Loan Fund. The boys entered into this work with their usual zest and gave their friends a thoroughly enjoyable evening.

Our Twenty-third Annual Concert.

The Mikado and A Midsummer Night's Dream.

Our school grounds as laid out are so admirably adapted to the requirements of a stage setting for the Play and Fairy Scenes of "A Midsummer Night's Dream" which our girls first gave in April, 1913 and again twice during the month of December, 1913, that it has been our wish to have them give their final presentation of this play on the school lawn. Accordingly we selected Friday evening, June 5th, 1914, as a suitable time, the moon at that time being full and well located to insure the best lighting of the grounds. And our girls again demonstrated, before an audience of fully a thousand people seated and standing about the lawn, the ease and grace of movement which may be cultivated by even the totally blind and the self-reliance which springs from a thorough mastery of the subject.

Shortly afterward we arranged to have moving pictures taken of selected portions of the play and of representative athletic activities of our boys for presentation next year at San Francisco during the Panama Exposition in lieu of a "living exhibit" which had been suggested by the Educational Director of the Exposition. Meanwhile the film was shown locally at Keith's Theatre for a week in June in connection with "Current Events" of prominence, and subsequently at the International Conference on the Blind in London, and before several other English audiences; and it is now being used in several cities of Ohio by the Secretary of the Ohio State Commission for the Blind.

We are continuing the policy of encouraging our pupils to secure supplementary educational advantages, particularly those whose ability seems to warrant it.

**Supplementary
Education**

Olivia Reichert, who received the diploma of the school last June, is this year the teacher-in-training at the kindergarten. Veronica Mazicha, who also graduated last June, is perfecting herself in the occupations and industries taught our girls and is attending the West Philadelphia High School for Girls. Harry Hartman (1912) is continuing his musical studies here and is attending evening classes at the West Philadelphia High School for Boys.

Our two boys are continuing their work at the University of Pennsylvania, Harold Howard (1910) as a junior in the Wharton School of Finance; Howard Burritt (1912) as a sophomore in the Arts and Science course. They have been joined this year by Raymond Porter (who last year attended the Oklahoma School for the Blind) who is a junior in the Arts and Science course, having taken his first two years at Oklahoma (State) and Chicago Universities.

Last June, Genevieve Caulfield (1905) received her degree from Teachers' College, Columbia University, which she attended last year after three years at Trinity College, Washington, D. C. This fall she is gaining experience in teaching blind pupils at the Perkins Institution and will come here after the holiday recess for the same purpose. Ralph Wolfgang (1911), who has been attending the high school in his home town for the past two years, this fall entered Juniata College.

No part of our annual report is more pleasing and gratifying to me than the paragraph that tells of the suc-

cesses of our graduates and former pupils in securing remunerative employment.

**Employment of
Recent Graduates
and Former
Pupils.**

Of former pupils, not graduates, the following are noteworthy as they may be suggestive and helpful to others. In March (1914) Marie Smith entered the employ of the Jesse Jones Paper Box Factory. William Bloom has been successfully conducting a newspaper stand since June (1914). Since July (1914) Mabel Hine has been a helper at the Willing Day Nursery. In September (1914) John George left the employ of the New York Association for the Blind to become teacher of industries in the Louisiana School for the Blind at Baton Rouge.

Two of the above have a very little vision; one, light perception only; and one is totally blind.

At least nine of our recent graduates have some achieve-

ment during the year worthy of record. John Heyse* (1908), University of Pennsylvania (1913) is continuing his graduate studies at the University and is an assistant teacher in the preparatory school so long successfully maintained by one of our older graduates, Mr. John Maher. Ethel Jones (1912) is teaching a slow-developing blind girl at the girl's home and is assisting the Superintendent of the Lackawanna Branch of the Pennsylvania Association for the Blind. Howard Yeager (1911) left his position at the Cunningham Piano Factory in April to undertake private tuning in Dubois (Pa.), the opportunity there being called to his attention by a former pupil of the school. Ruth Buck (1910) enjoys the distinction of being the only totally blind girl known to any of our staff to be a member of a paid church choir on the same salary basis as the seeing members of the choir. She is singing in one of the Protestant Episcopal churches of the city. Frieda Brückner (1910) is a private tutor to two blind girls in the city. Fred Barnett (1913) this fall became the teacher of industries and assistant in literary classes at the Wisconsin School for the Blind at Janesville. Anne Connelly (1909) left her position as Home Teacher in Vermont to assume a similar position under the New York State Commission for the Blind and immediately wrote us to recommend her successor. As a result Edith Winkel (1911) last month became the Home Teacher in Vermont. Edwin Butz (1912) has successfully conducted a small retail business in his home town since May.

It is most encouraging that six of the nine to secure gainful employment are totally blind; two have just enough vision to assist them a very little in getting about; and only one has considerable useful vision. That five of the nine are girls is particularly gratifying, because it is an exceedingly hard task for a blind girl to secure remunerative employment.

As heretofore in recent years, Mr. Delfino has had a large part in securing many of these positions.

* Died at St. Joseph's Hospital, Philadelphia, January 13, 1915.

No one who is charged with the responsibility of determining the eligibility of pupils for admission to our schools

**The Problem of
the Partially
Sighted.**

can fail to be impressed with the number of applications for the admission of children whose vision is impaired but who have varying degrees of sight. From the point of view of the educator of seeing children, they are "partially blind"; from that of the educator of blind children, they are "partially sighted". These children belong to the twilight zone between the full-orbed day of unimpaired sight and the midnight darkness of total blindness. Their sight is sufficiently impaired to make it exceedingly difficult if not impossible for them to secure an education in the usual way where so great demands are made upon sight; they see too little to be educated with those who see; too much to be in a school for the blind. We are constantly rejecting applications for the admission of these border-line cases. When these applicants live in or near Philadelphia our oculist, Dr. Holloway, cooperates with us most generously by permitting us to refer to him all these cases for determination of the question of eligibility from an ocular point of view. In those cases that apply from more remote parts of the state or from outside the state, whenever the applicant has "partial sight", we endeavor to secure from the parents an oculist's statement as to the exact amount of vision in each eye. By these means we have been enabled to keep out of our school quite a number of children who probably ought not to be here—who certainly ought not, if their coming should keep out of school a totally blind child. In spite of these precautions a few of these border-line cases gain admission and as there is no provision for their education elsewhere quite naturally we occasionally give them "the benefit of the doubt" and permit them to remain. In spite of this tendency to leniency, Dr. Holloway assures me that there were enrolled last year not more than 17 of these border-line cases in a total registration of 213. He assures me, however, that there were at least 20 others who, while they had too little sight to be classed as border-line cases,

still had sufficient to warrant their receiving some eye instruction *by means of specially prepared charts or large sized letters plainly formed upon a blackboard*. Some of these pupils persist in getting close to the Braille books and reading them with the eye rather than with the fingers.

Various plans have been suggested and are being tried in an attempt to meet the needs of these pupils.

At the Birmingham (Eng.) Royal Institution for the Blind, classes for the partially blind of the city were organized in 1910 at the instance of the Birmingham Education Committee which contributed £10/10 per annum for each child attending the day classes, this amount covering "the cost of tuition and the provision of a mid-day meal on the five days in the week that the children are in attendance," the Board of Education paying an additional grant of £5/5. Careful steps are taken to prevent the introduction of contagious diseases by these pupils who come and go daily.

"The pupils attending the day classes are divided into two sections by the Institution's Ophthalmic Surgeon. The partially blind who may use their sight are taught 'sighted' methods, and the remainder are taught 'blind' methods. In the first (or 'sighted') section, all lessons are of short duration; the type of the reading books is carefully chosen as to size and distinctness; the writing and arithmetic are not required in lines; while penmanship is a subject which of necessity has to suffer. Most of the day pupils are taught typewriting. The manual work is such as is taken by the blind. There are considerably more oral lessons than in a school for sighted children. All maps used are of the embossed kind, and the children are also taught clay-modeling, basket-weaving, rug-making, needle-work (on coarse and fine canvas), chair-seating, netting and knitting. Domestic work is left out only because the Institution has no facilities for teaching this subject."*

In London, classes for "high myopes" have been maintained for several years by the London County Council in

* "The Education of Partially-Blind Children", The Birmingham Royal Institution for the Blind, *The Braille Review*, October, 1912.

connection with the city schools. "The chief features of the Myopic Classes are:

- (1) That the children are not allowed to learn Braille writing or reading.
- (2) That they are not allowed to read ordinary books, papers or magazines.
- (3) That they are not allowed to do any needlework, or even knitting if held near the eye.
- (4) That they attend the *sighted* school for all 'oral' lessons, drill, singing, woodwork, cookery and laundry.
- (5) That all writing, arithmetic, reading, and a few manual occupations are done in the special classes.

The room is fitted all round with writing boards and ruled so as to allow large figures or letters to be written."

A class of "semi-blind" children was organized in April, 1913, in Boston in connection with the public schools of that city. Of these Superintendent Dyer says: "It was not difficult to find children but quite difficult to get them back and forth to the school. There are enough in the city for two or three rooms if they could be gotten together. The attendance in June was seven, and the total registration nine, but the progress made by the children to whom school had meant almost nothing has been remarkable, showing that the effort is well worth while if the children can be reached. Every case is different, some have cataract, some are near-sighted, others far-sighted; some use large magnifying glasses, others are endangered by so doing. Some are allowed to read ordinary type, others are in danger of mis-using their ability to read so as to injure their sight. The school attempts to train each child according to its defect. Various forms of handicraft are employed, and as many methods as there are children."*

I have conferred freely with Dr. Holloway with reference to more adequate provisions for these partially sighted

* Annual Report of the Superintendent of the Boston Public Schools, December, 1913.



PAPER CUTTING FROM PATTERNS AND DRAWING BY MEANS OF UPHOLSTERER'S TACKS
AND CUSHIONS

Work of kindergarten, connecting class and first grade pupils.

pupils and we are agreed that the local problem can be met much more adequately and at greatly decreased cost by the following plan:—

First.—Special provisions should be made in all large cities for the instruction of the partially sighted in connection with the schools for children with normal sight.

Because (1) these children will make their way through life as *seeing*, not as blind people;

(2) their association, therefore, should be with seeing, not with blind, pupils;

(3) their needs can be met thus very much better and at much less cost; and

(4) they can be kept in their own homes and their families assume full responsibility for their keep.

Second.—Those who live in less populous centers and who cannot therefore be so well provided for in their local communities, must continue for the present to come to our special schools; and we must make provision for suitable eye instruction in strict accordance with the recommendation of the school's oculist.

We are planning to provide this year some instruction for these partially sighted pupils who are in our school and I hope that we can bring the matter of the need of suitable instruction for the partially blind of the city to the attention of the public school authorities with sufficient force to insure that suitable provision for this need may soon be made in connection with the public schools of Philadelphia.

The Salesroom and Exchange which we opened in May 1910 at 204 (old number 200) South Thirteenth Street, has

The Fourth Year of our Salesroom and Exchange.	added another successful year to its previous achievements under the well-directed and untiring efforts of Mr. Delfino, ably and sympathetically seconded by Mrs. Delfino.
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Here are some of the results for the twelve months from December 1st, 1913 to December 1st, 1914.

First.—Within the year positions were secured for sixteen (16) persons; among these were two for whom positions had been secured previously.

Among these may be mentioned the cases of two girls as illustrative of the variety of occupations which are available for those who have the necessary qualifications.

After two years of endeavor an opportunity was secured for one of our totally blind capable girl graduates in music to sing in the choir of one of the Protestant Episcopal Churches of the city, on the same salary basis as sighted singers. She has held the position now for nearly a year, and is giving satisfaction. Her employment is due to the kindly interest of the organist, Mr. Franklin Robinson and to the persistent efforts of Mr. Delfino.

In quite another line is the employment of one of our former pupils with a little sight, at a local Day Nursery. At the urgent request of the Field Officer and with the help of a former pupil, an opportunity was secured for a two weeks' trial which has resulted in her continued employment.

These cases illustrate the value of a careful consideration of the capabilities of the individual and of his adaptation to a particular position, and of persistence in following up an application until success crowns one's efforts.

Second.—The largest service rendered to the blind through our activities at the Exchange is not the money paid to the workers through sales from the Salesroom, though this has been helpful to many. Our greatest assistance has been through orders secured by Mr. Delfino for various useful articles which the workers have made in their homes which have been delivered direct to the buyer without passing through the Salesroom. Ninety-seven dozen rugs in smaller sizes and 6 dozen in the large size (9 x 12 ft.) (a total of 1164 small rugs and 72 of floor size) were sold to several leading firms of Philadelphia, New York, Harrisburg and Lancaster. Fifteen dozen hammocks were sold to 7 stores.

Third.—Our records show that the Salesroom and Exchange has greatly increased in usefulness in supplying material at cost to more persons than in any previous year. Cane has been provided at cost to the Pennsylvania Industrial Home for Blind Women and to 74 individuals, 22

women—16 in Philadelphia, 6 outside the city—and 52 men—31 in Philadelphia and 21 outside the city. All these except 8 (one woman and 7 men) are former pupils of our school.

On this point Mr. Delfino says: "It is our conviction that the blind must receive practical help besides inspiration and instruction. Many of the blind who are competent salesmen have not sufficient funds to make immediate payment for goods purchased wholesale and the Field Officer has guaranteed the payment of such bills for brooms for 32 men and 2 women, thus enabling them to purchase brooms at the best wholesale rates from the Working Home for Blind Men. Brooms are not the only materials advanced for which we are responsible. Cane, glue, hammock twine, reed, raffia, coat-hangers, carpet rags, warp, brushes and mops—anything the worker needs to fill orders for which he cannot pay cash immediately—all have been supplied by us or ordered from the wholesale house on our responsibility."

Fourth.—The nature and amount of the work that has been done appears in the following table:

Tuning—		
Pianos	135	
Organs	1	
Caning—		
Chairs	2008	
Settees	17	
Brooms Sold	4519	
Weaving—		
Rugs (no.)	1492	
Carpets (yds.)	801	
Basketry— <i>Reed and Raffia</i> —		
Coat hangers	513	
Baskets	180	
Flower hangers	131	
Raffia bags	7	
Lamp and candle shades	10	
Lamps	3	
Mats	92	
Napkin rings	36	
Rattles	14	
Slipper trees	117	
Trays	6	
Carpet beaters	6	
Raffia covered bowls	3	

Fifth.—Through the Salesroom and Exchange we have paid to 69 workers and consignors and to the Pennsylvania Working Home for Blind Men, the Pennsylvania Industrial Home for Blind Women and the Delaware Commission for the Blind the sum of \$8,603.44 as against \$5,662.38 paid last year. Of the individual beneficiaries 54 are former or present pupils; 14 have never attended a school for the blind; 39 are men; 30 women.

Sixth.—Advising those who have acquired blindness in adult life and directing them to the thing they seem best qualified to do is one of the most helpful services that the Exchange is rendering the cause of the blind. This activity is also of great assistance to the management of the school; for quite a large number of adults apply each year for admission to the school and experience has long ago established the principle that it is unwise and practically impossible to educate the young and the adult blind together. We do not think of doing so in the case of those who see; why should we attempt the harder task in the case of the blind?

One fundamental principle in advising adults who have recently acquired blindness is to encourage them to continue wherever possible in the business with which they were entirely familiar before loss of sight. But no general principles can be laid down; each case is a distinct problem to be determined by careful consideration of all the facts. We would not say, for example, that printing is a practical trade for the blind to follow; but the Field Officer, I think wisely, advised a man forty-six years of age, who has a wife and two daughters, to try the experiment of earning support for himself and family as a printer. Through the kindness of Mrs. Eckley B. Coxe a second-hand printing press and equipment were purchased and the man began business in July, 1914, several of his initial orders being procured for him by Mr. Delfino and those who had become interested in the experiment. The blind man does the press-work himself with occasional supervision from his wife, the typesetting being done by a printer with sight. The plan is still experimental but it gives promise of success. But the man in

question had been in the printing business twenty-one years before losing his sight; he had thoroughly mastered this trade before he became blind.

Seventh.—In addition to the usual activities of the Exchange its work as a bureau of information is increasing and more calls are made upon the Field Officer by the general public and by the numerous social agencies of the city.

Eighth.—Clothing contributed by interested friends of the work has been privately given to 17 individuals.

Three concert engagements in Wilmington and Philadelphia were secured for five former pupils.

From his experience in previous years enforced by those of the past year, Mr. Delfino makes the following observations:

“Another year of personal experience and observation in helping individuals in various pursuits deepens the conviction and belief that with some exceptions the blind are better off in their own communities among relatives and friends. Of course this plan requires occasional supervision by a capable, practical worker familiar with the needs of the blind and a realization of the possibilities open to them; it can be carried out successfully by giving inspiration and initial help to the individual and by arousing local interest in the blind.

“One year ago a man thirty-two years of age, blind for two years, formerly a skilled mechanic, having a wife and two children, was started selling newspapers in his own neighborhood. His pluck and perseverance aroused the interest of a druggist in the same neighborhood who gave him permission to locate a news-stand in front of his drug store. The druggist also turned over to the blind man his own trade in magazines. Later, another business man in the neighborhood, also interested in his efforts to make a living, built him a booth. As a result of this hearty cooperation the blind man is now happy in his work and is able to earn a livelihood for himself and family.

“Another case in point is that of the man whom we started weaving in 1910 who found it necessary to have

another loom wide enough to make rugs of floor size, so that he could fill orders for large rugs. Among his friends were several mechanics who showed their cooperation by giving their services in building him a large loom, the only expense to the weaver being the cost of the raw material.

"Another young man was started with a news-stand in front of a car-barn in his own neighborhood. Here he has created an interest in himself and is now self-supporting. This young man had been given a trial at selling brooms and recaning chairs but he was seldom able to meet his living expenses.

"Another young man was placed in a cigar factory outside the city stripping tobacco; after a period of four years the factory discontinued using the tobacco he was able to strip and he lost his position. During the four years he had made some good friends who helped him to secure a position in another tobacco factory in the same town.

"The Exchange always aims to inspire and stimulate the blind to self-help as far as mental and physical conditions permit. We try to advise and direct them into channels where they will be most useful to themselves and their community. The guidance given must always be of such a nature as to make them as resourceful and self-reliant as possible. During the year 34 new cases have been referred to the Field Officer.

"Placement is a difficult problem but even after this task is accomplished we are occasionally disappointed in some of those that are placed, because of their lack of 'stick-to-it-iveness' and sound judgment. During the year five who were about to leave their positions through discouragement and dissatisfaction spoke to us of the matter beforehand, were convinced of their error and were persuaded to remain at their posts. Three men and one woman who left their positions without either conferring with us or proper consideration on their part, have been without employment ever since. During the past four years 65 persons have been helped to secure positions or have been started in mercantile pursuits; in positions, 21 men and 14

women; in mercantile pursuits, 27 men and 3 women. Of these 15 persons, 9 men and 6 women, abandoned positions or occupations secured for them."

The number of new members of our staff this year is unusually large.

**Changes in
the Corps.**

Miss Dithridge, who has been teacher of English and History in our Boys' School since April, 1909, resigned to enter high school work in Brooklyn near her home. Her successor is Miss Bertha N. Wilcox, of Wilkinsburg, Pa., who graduated in June from Wilson College, Chambersburg, Pa.

Miss Potter, who has been the very satisfactory teacher of Mathematics, Latin and German in our Boys' School for the past four years, resigned to live with a recently widowed uncle. She is succeeded by Miss Harriet E. Totman, of Conway, Mass., who graduated in June from Mt. Holyoke College, South Hadley, Mass., and had had one year's experience in teaching prior to entering college.

Miss Miller, who was for three years the teacher of the third grade in our Girls' School and last year did excellent work in our kindergarten, resigned to be married. She is succeeded by Miss Jane A. White, a graduate in 1911 from the Oberlin (Ohio) Kindergarten Training School, with three years' experience in kindergarten work and three summers' experience as director of the Steelton (Pa.) playgrounds.

Mr. Molter, who has served most acceptably for three years as the physical instructor of our boys, resigned to become the principal instructor in the Boys' School of the Perkins Institution at Watertown, Mass. Mr. Molter's interest was not confined to his work in physical education, but he took a deep personal interest in each boy in the school. He was Scout Master of our troop of Boy Scouts and was likewise an excellent teacher of civics, personal hygiene, and sanitation. I reluctantly accepted his resignation this year to enable him to assume larger responsibilities at the Perkins Institution, with the hope that he may remain longer in our

work than he otherwise would. It is a source of genuine regret that there are not greater inducements for capable growing young men to remain longer in our special field of education. Mr. Molter's successor is Mr. Raymond S. Shortlidge, of Landenberg, Pa., a graduate in 1913 from the West Chester State Normal School, with one year's experience as principal of the West Nantmeal (Pa.) Township High School.

Miss Dawley the teacher last year of the sixth and seventh grades in the Girls' School, resigned to accept a more lucrative position as teacher of her specialty (history) in the High School at New Haven, Conn. Miss Sadie E. Brown, of Lynn, Mass., a graduate in 1912 of Mt. Holyoke College, with a year's experience in teaching, succeeds Miss Dawley.

Mrs. Martin, who has been the piano teacher of our little girls for the past five years, resigned to remain at home. She is succeeded by Miss Elsie E. Bruggemann, of Philadelphia.

The teacher of the special grade of our Boys' School for the past ten years, Mr. McCall, died at his home, October 15th, 1914. Mr. McCall graduated from our school in 1901, entering school at a somewhat older age than the majority of our pupils which may account in part for the seriousness of purpose which characterized all his work both as pupil and as teacher. He was quiet, self-controlled, sympathetically interested in each boy who was assigned to him, and these very qualities endeared him to his pupils. If the school benefitted him by the advantages it afforded him to secure an education, Fairman McCall has made a worthy return in the conscientious and efficient service he has rendered the school for the past ten years. Mr. McCall's successor is Elwood Govan, who graduated from our school in 1901 and from the University of Pennsylvania in 1906. Mr. Govan has had a varied experience as tutor which should fit him for the work of teaching the special grade.

Two of our housemothers have left us this year, Mrs. Ward, who has been in charge of our senior (Cottage C)

boys for nine years, and Mrs. Trull, who has been for seven years the housemother of the senior (Cottage D) girls. Mrs. Palmer, who has rendered excellent service for the past two years as housemother of our intermediate (Cottage B) boys, succeeds Mrs. Ward; and Miss Weber, the devoted and capable housemother of our intermediate (Cottage E) girls for eight years, succeeds Mrs. Trull. Mrs. Palmer's successor in Cottage B is Miss Mary Dewees, of Philadelphia, who has had five years' experience at the Pennsylvania Training School for the Feeble Minded at Elwyn and three years' experience at the Hospital for Epileptics at Oakbourne. Miss Weber's successor in Cottage E is Mrs. Emma G. Robertson, of Quantico, Md., who is without experience in institutional work.

It was my very great privilege to attend the Fourth International Conference on the Blind, which was held in London, June 18th to 24th, 1914. I was present at nearly all the sessions and was interested to compare the views expressed upon the many topics presented with those which obtain in this country. I have read the proceedings of the previous conferences and it was gratifying to meet many of the men and women in work for the blind in Europe with whose names I had become familiar. I was cordially received and was freely admitted to the discussions that followed the presentation of each topic. At one of the evening sessions which was held in Central Hall, Westminster, I read a paper on "Tendencies in Work for the Blind in America in the Twentieth Century", being followed immediately by Mr. Charles F. F. Campbell, Executive Secretary of the Ohio State Commission for the Blind and Editor of the *Outlook for the Blind*, who supplemented and illustrated with lantern slides and moving pictures the points I had made in my paper. The moving pictures and a liberal number of the slides represented the work of our pupils and gave the delegates, representing many countries, a very clear idea of our plant and of the ideals that underlie our work.

**A Convention
Abroad.**

I took advantage of a few hours in Liverpool enroute to the Convention to visit two institutions for the blind there.

A Visit to Some European Institutions for the Blind.

During the Conference week I visited in London the Royal Normal College for the Blind, so well and so favorably known in America by reason of the excellence of its work and its famous principal, Sir Francis Campbell, who died on June 30th, 1914; two workshops for the adult blind; the National Lending Library for the Blind; "Swiss Cottage", a residential school maintained by the London Society for Teaching and Training the Blind; and one of the Day Schools for Myopes maintained by the London County Council.

In Paris I visited L'Ecole Braille des Jeunes Aveugles, the Valentin Haüy Association and the Quinze Vingts. And in August, just before leaving for home, after the outbreak of the European war, I visited schools for the blind in Rome and in Naples.

I learned much from these visits to a limited number of European institutions and from attendance upon the Conference, and I expect to be able to do better work as a result of these opportunities.

In closing this report, I wish to thank you, the Members of the Board of Managers, for the opportunity I had to attend the Conference and to visit these foreign Institutions and to express my appreciation of the efforts of all my associate officers and teachers who made it possible for me to leave before the close of school in order to reach London in time for the Conference.

Within the twelve months ending December 1st, 1914, the following work was done in our Printing Office:

Large plates embossed	3,008
Small plates embossed	284
Medium plates embossed	132
Large sheets printed	14,834
Small sheets printed	4,738
Medium sheets printed	2,056
Interpointed sheets printed	2,646
Alphabet sheets printed	3,494
Calendars printed	1,979



VARIETIES OF HAND WORK

By kindergarten, connecting class and first grade pupils.

Kindergarten forms printed	100
Playing cards printed	53
Christmas cards printed	300
Number of different books and pamphlets embossed in brass....	17
Number of pamphlets fastened in covers here	264
Number of sheets written by hand	3,401
Number of title pages written by hand	38
Number of girls employed in writing Braille	5
Amount of cash paid girls and press boys	\$132.94

Plates were made of the following:

Burritt, O. H.	The aim in the education of the blind.
Clemens, Samuel	Huckleberry Finn. 3 vols.
Eichendorff, Joseph Frieh (Completed)	Aus dem Leben eines Taugenichts. 3 vols.
Holbrook, Florence	A Dramatic Reader for lower grades.
Livy (Completed)	Selections. 2 vols.
Lynch, Major Charles	American Red Cross Abridged text book.
Martin, George Madden ...	Emmy Lou.
Mitchell, S. Weir	A Venture in '77.
Mitchell, S. Weir	Hugh Wynne. 4 vols.
Ovid	Selections.
Schiller, Friedrich (Com- pleted)	Maria Stuart. 3 vols.
Schiller, Friedrich	Wallenstein.
Virgil, Mrs. A. M.	Artistic studies and pieces.

The following are in press:

Dickens, Charles	Tale of two cities.
Eliot, George	Romola.
Jackson, Helen Hunt	Ramona.
Miller, Russell King	Outlines of harmony.
Nichols, A. B.	Modern German prose.
Pennsylvania Institution for the Instruction of the Blind	List of Publications in American Braille.

STATISTICS.

Movement of population:

	Boys	Girls	Total
Resident at last report	108	104	212
Admitted	16	16	32
Population of the year.....	124	120	244
Discharged	20	17	37
Remaining at the close of the year.....	104	103	207

AGE AT ADMISSION OF THE 32 PUPILS RECEIVED DURING THE YEAR.

Age	No.	Age	No.	Age	No.	Age	No.
5	4	9	1	14	4	18	1
6	3	10	1	15	1	27	1
7	4	11	1	16	2		
8	5	12	3	17	1		

Total admissions 32

Seventeen pupils were admitted under 10 years of age, the youngest being 5½ years old; nine from 10 to 15 years; five from 15 to 19 years; and only one over 20 years.

LENGTH OF TIME HERE OF THE 37 PUPILS DISCHARGED
DURING THE YEAR.

Time here	No.	Time here	No.	Time here	No.
Less than one year	3	5	5	11	1
1	4	7	3	12	2
2	2	8	3	15	1
3	1	9	5		
4	3	10	4		
Total discharges 37					

The average length of stay of all pupils leaving was 6 years and 2 months.

OF THE PUPILS ADMITTED, 27 were from Pennsylvania; 1 from Delaware; 4 from New Jersey. Of those in attendance during the year, 204 were partly supported by Pennsylvania (32 counties represented); 20 by New Jersey; 7 by Delaware, and the remainder by the institution or by friends.

CAUSES OF BLINDNESS OF THOSE ADMITTED:—

Ophthalmia Neonatorum	8	
Optic Atrophy	6	
Iridochoroiditis	3	
Buphthalmos	2	
Congenital Cataract	2	
Microphthalmos	2	
Traumatism and Sympathetic Ophthalmia....	2	
Ulcerative Keratitis	2	
Albinism and Mixed Astigmatism	1	
Interstitial Keratitis	1	
Myopia and Choroiditis	1	
Retinitis Pigmentosa	1	
Secondary Glaucoma, Myopia and Retinal De- tachment	1	
Total admissions	32	

NATIVITY:—Pennsylvania, 28; other States, 3; foreign born, 1.

RELATIVES BLIND:—One girl had two sisters blind, one living and one dead. One girl has a grand uncle (maternal) who was blind. One girl has a brother with defective sight. One girl has a sister with very defective sight. One boy has a sister and two uncles (maternal) with defective sight.

HEALTH:—During the year there were three cases of pneumonia, one of appendicitis, eight of German measles, and four of chicken pox. With these exceptions the general health of the school has been good.

NECROLOGY:—There have been three deaths during the year:

Viola M. Fritchel, aged 11 years, who died at the Presbyterian Hospital, of brain tumor.

Monroe Wert, aged 9 years, who died at his home, of brain tumor.

Harry F. Lawrence, aged 12 years, who died at his home, of tuberculosis of the lungs.

STUDIES PURSUED DURING THE YEAR.

LITERARY DEPARTMENT.

	BOYS	GIRLS	TOTAL
KINDERGARTEN	3	11	*14
LANGUAGE:			
Reading	73	76	†149
Writing (Braille)	57	30	†87
Spelling	99	93	†192
Language	37	30	†67
Grammar	36	33	69
Rhetoric	10	14	24
Literature	19	16	35
Latin	19	16	35
German	31	8	39

MATHEMATICS:

Number	18	27	†45
Arithmetic	67	45	112
Algebra	9	14	23
Geometry	10		10

* The number of children doing strictly kindergarten work this year is practically the same as it has been in recent years, but the children who are in the connecting class and the first grade have been taught the following subjects; reading, writing (Braille), spelling, language, number, modeling, drawing and nature work; and the first grade has had, in addition to these subjects, the following: ancient history stories, raffia and reed work, sewing (hand), gymnastics and, the boys of the grade, swimming. The numbers of pupils in the connecting class and the first grade are included this year with the number of those pursuing these subjects in the main school.

† Includes 18 boys and 8 girls in the first grade and connecting class at the kindergarten building.

HISTORY-CIVICS:

Ancient	28	3	‡31
English		14	14
American	45	47	92
Civics	12	10	22
Current News	84	66	150

SCIENCE:

Nature Work	37	38	†75
Physiology and Hygiene	42	22	64
Geography	55	61	116
Physical Geography		12	12
Physics	9	6	15
Geology		14	14

COMMERCIAL SUBJECTS:

Commercial Arithmetic	12		12
Bookkeeping	12		12
Business Law	12		12
Industrial Geography	9		9
Economics	12		12
Typewriting	34	44	78

FORM STUDY:

Modeling	40	38	†78
Drawing	40	49	†89

MANUAL TRAINING.

WOOD-WORK	40		40
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SHOP:

Cane	58	18	76
Broom	42		42
Carpet	12		12

WORKROOM:

Beadwork	7		7
Raffia and Reedwork	18	16	‡34
Crocheting	9	32	41
Knitting		71	71
Sewing (Hand)	9	73	†82
Sewing (Machine)		30	30
Domestic Science		16	16
Hammock Making		5	5

PHYSICAL TRAINING.

Athletics	83		83
Gymnastics	102	90	†192
Swimming	91	72	°163

‡ Includes 9 boys and 3 girls in the first grade at the kindergarten building.

° Includes 9 boys in the first grade at the kindergarten building.

MUSIC.

Chorus Singing	84	85	169
Oratorio Chorus	21	36	57
Individual Voice Culture	10	12	22
Piano	32	41	73
Organ	8	3	11
Tuning	22		22
Violin	2		2

ACKNOWLEDGMENTS.

We desire to acknowledge our indebtedness to the following for the courtesies extended to us:

A friend, for sixteen tickets to the concerts of the Philadelphia Orchestra.

Mrs. Eckley B. Coxe, for donations of \$100.00 for opera and theatre tickets, and \$25.00 for Christmas gifts.

Mrs. Edwin Arthur Bookmyer, for a donation of \$5.00.

The Fellowship Club of West Philadelphia for concert tickets.

Mr. Noah H. Swayne, 2nd, for a song recital at the school.

The People's Choral Union, for concert tickets.

The Sternberg School of Music, for tickets to a musical recital.

The Strawbridge & Clothier Chorus, for concert tickets.

Miss Helen Ware, for tickets to a musical recital.

Mr. D. Hendrik Ezerman, for tickets to a piano recital.

Mr. Frank Durell Baugher, for an illustrated lecture at the school.

Mr. Leonard A. Blumberg, for special rates for theatre tickets.

Henry Holt & Company, Publishers, for permission to emboss "Modern German Prose," and "Wallenstein."

American Book Company, Publishers, for permission to emboss "A Dramatic Reader for Lower Grades," and "Selections from Ovid."

Grosset & Dunlap, Publishers, for permission to emboss "Emmy Lou."

P. Blakiston's Son & Company, Publishers, for permission to emboss "American Red Cross Abridged Text-Book on First Aid."

Ginn & Company, Publishers, for permission to emboss "Satires of Juvenal."

Harper & Brothers, Publishers, for permission to emboss "The Adventures of Huckleberry Finn."

Dana Estes & Company, Publishers, for permission to emboss "The Wooing of Calvin Parks."

George W. Jacobs, Publishers, for permission to emboss "A Venture in 1777."

Respectfully submitted,

O. H. BURRITT,

Principal.

December 17, 1914.

RESIDENTIAL SCHOOLS FOR THE BLIND IN THE UNITED STATES.—Corrected February, 1915.

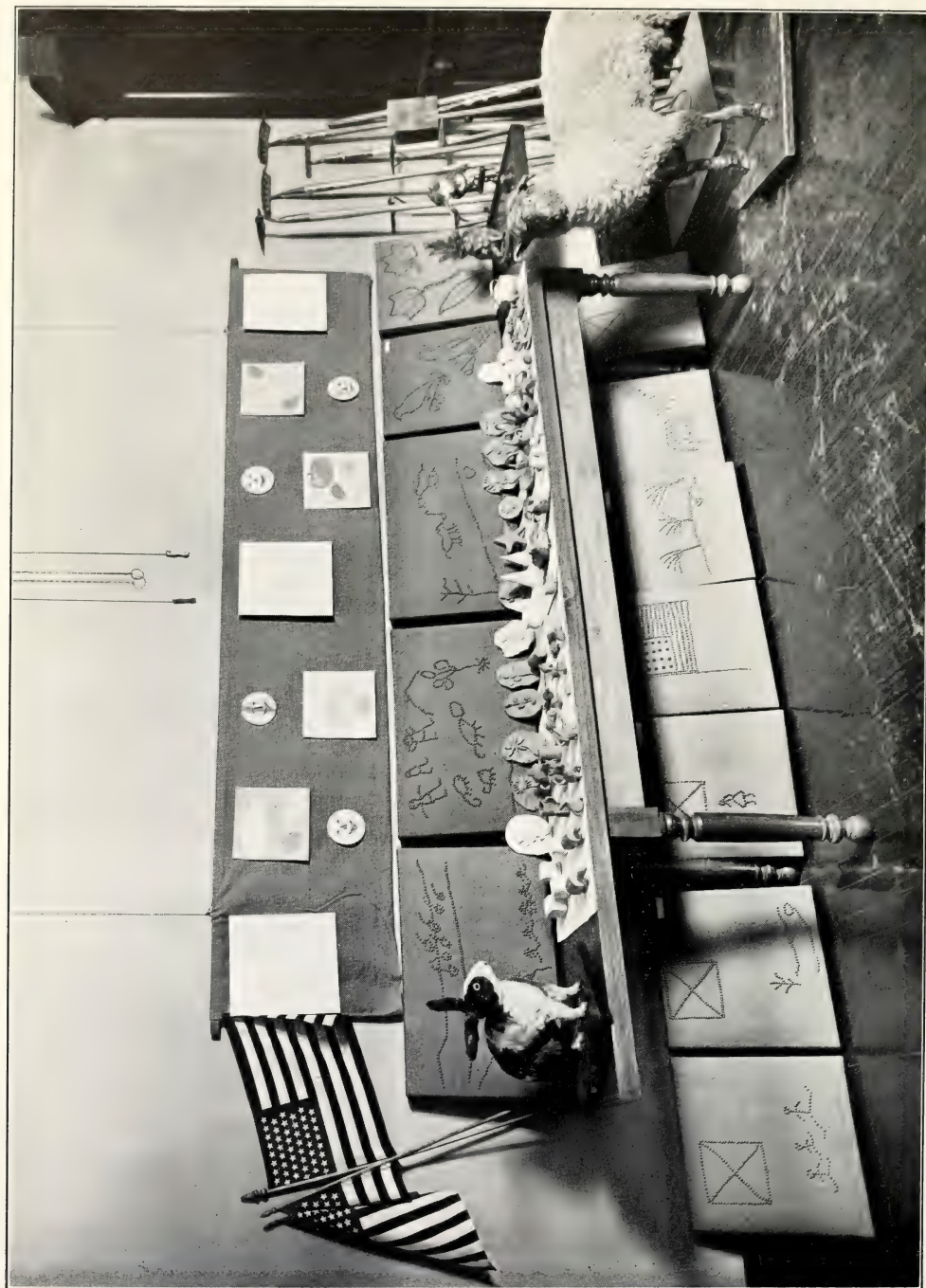
STATE.	PLACE.	NAME.	ENROLLED 1913-1914	PUPILS 1913-1914	SUPERINTENDENT.
Alabama	{ Talladega	School for the Blind		118	F. H. Manning.
Arkansas	{ Talladega	School for Negro Deaf Mutes and Blind, J. S. Graves, "		125	John H. Hinemon.
California	Berkeley	School for the Blind		71	L. E. Milligan.
Colorado	Colorado Springs	Institution for the Education of the Deaf and Dumb, and the Blind		37	W. K. Argo.
Connecticut	Hartford	School for the Deaf and the Blind		42	George H. Marshall.
Florida	St. Augustine	Institute for the Blind		35	A. H. Walker.
Georgia	Macon	Institution for the Deaf and the Blind		114	G. F. Oliphant.
Idaho	Gooding	Academy for the Blind		14	W. E. Taylor.
Illinois	Jacksonville	State School for the Deaf and the Blind		210	H. C. Montgomery
Indiana	Indianapolis	School for the Blind		156	George S. Wilson.
Iowa	Vinton	Institute for the Education of the Blind		121	George D. Eaton.
Kansas	Kansas City	College for the Blind		87	Mrs. Grace Norton Roseberry.
Kentucky	Louisville	Institution for the Education of the Blind		138	Susan B. Merwin.
Louisiana	Baton Rouge	Institution for the Education of the Blind		55	G. C. Huckaby.
Maryland	{ Overlea	School for the Blind		137	John F. Bledsoe.
Massachusetts	{ Overlea	School for the Colored Blind and Deaf Mutes		283	Edward E. Allen.
Michigan	Watertown	Perkins Institution and Massachusetts School for the Blind		156	Clarence E. Holmes.
Minnesota	Laurens	School for the Blind		113	J. J. Dow.
Missnesota	Faribault	School for the Blind		82	R. S. Curry, M. D.
Mississippi	Jackson	Institute for the Blind		121	S. M. Green.
Missouri	St. Louis	School for the Blind		23	H. T. Menzemer
Montana	Boulder	School for the Deaf and the Blind		70	N. C. Abbott
Nebraska	Nebraska City	Institute for the Blind		47	R. R. Pratt.
New Mexico	Alamogordo	Institute for the Blind		166	Charles A. Hamilton.
New York	{ Batavia	State School for the Blind		115	Edward M. Van Cleve
North Carolina	{ New York City	Institute for the Education of the Blind		272	John E. Ray.
North Dakota	Raleigh	Institution for the Deaf and Dumb, and the Blind		31	B. P. Chapple.
Ohio	Bathgate	School for the Blind		265	H. C. Maurer
Oklahoma	Columbus	Institution for the Education of the Blind		85	O. W. Stewart.
Oregon	Muskogee	School for the Blind		26	E. T. Moores.
Pennsylvania	Salem	Institute for the Blind		244	O. H. Burritt.
South Carolina	{ Philadelphia	Institution for the Instruction of the Blind		148	T. S. McAloney.
South Carolina	{ Pittsburgh	Western Pennsylvania Institution for the Blind		85	N. F. Walker.
South Dakota	Cedar Spring	Institution for the Education of the Deaf and Dumb, and the Blind		32	Lelia M. Curl.
Tennessee	Gary	School for the Blind		234	J. V. Armstrong.
Tennessee	Nashville	School for the Blind		236	E. E. Bramlette.
Texas	{ Austin	Institution for the Blind		46	J. J. Donaldson
Utah	{ Austin	Institute for the Deaf and Dumb and the Blind Colored Youth		31	F. M. Driggs.
Vermont	Ogden	School for the Deaf, and the Blind		6	Helen G. Throckmorton.
Virginia	Brattleboro	Austine School for the Blind		84	W. A. Bowles.
Virginia	{ Staunton	School for the Deaf, and the Blind		40	Wm. C. Ritter.
Washington	{ Newport News	Virginia State School for Colored Deaf and Blind		56	W. B. Hall.
Washington	Vancouver	State School for the Blind		62	Parley De Berry.
West Virginia	Romney	School for the Deaf and the Blind		125	J. T. Hooper.
Wisconsin	Janesville	School for the Deaf and the Blind			Dept. for the Blind not yet opened.
Wyoming	Cheyenne	Institution for the Blind and the Deaf and Dumb			

RESIDENTIAL SCHOOLS FOR THE BLIND IN CANADA.—Corrected February, 1915.

PROVINCE.	PLACE.	NAME.	SUPERINTENDENT.
Nova Scotia	Halifax	Halifax School for the Blind	C. F. Fraser.
Ontario	Brantford	Ontario Institution for the Education of the Blind	H. F. Gardiner.
Quebec	Montreal	Mackay Institution for Protestant Deaf Mutes and the Blind	Harriet E. Ashcroft.
Quebec	Montreal	Nazareth Institution for the Blind	Sister St. Eulalie.
Quebec	Montreal	School of the Montreal Association for the Blind	P. Gray.

PUBLIC SCHOOLS IN THE UNITED STATES HAVING PROVISION FOR THE CO-EDUCATION OF THE BLIND AND THE SIGHTED.—Corrected February, 1915.

STATE.	PLACE.	SUPERINTENDENT.	SUPERVISOR OR TEACHER.	WHEN ESTABLISHED.	PUPILS ENROLLED 1913-1914.
Illinois	Chicago	Ella Flagg Young	John B. Curtis	September, 1900	44
Michigan	Detroit	Chas. E. Chadsey	Fanny S. Fletcher	January, 1912	19
New Jersey	Jersey City	Henry Snyder	Clara M. Croff	December, 1911	6
New Jersey	Newark	A. B. Poland	Janet G. Paterson	November, 1910	13
New York	New York City	William H. Maxwell	Frances E. Moscrip	September, 1909	190
Ohio	Cincinnati	Randall J. Condon	Frances Klein	September, 1905	15
Ohio	Cleveland	J. M. H. Frederick	Robert B. Irwin	April, 1909	61
Ohio	Toledo	W. B. Guitteau	Josephine Lipa	February, 1915	8
Wisconsin	Milwaukee	Milton C. Potter	Carrie B. Levy	November, 1907	63
Wisconsin	Racine	Burton E. Nelson	Catharine M. Light	February, 1909	9
Total enrolment 1913-1914.					428



MODELING; PAPER FOLDING AND CUTTING; DRAWING BY MEANS OF UPHOLSTERER'S
TACKS AND CUSHIONS

By girls of the first grade. In the right of the picture may be seen the garden tools of the grade.

LIST OF PUPILS.

DECEMBER 1ST, 1914.

FROM PENNSYLVANIA.

BOYS.

Accession No.	Names	Received	Counties
2263	Baranoski, George S.....	1913	Berks.
2049	Berninger, Percy E.	1906	Columbia.
2104	Bickel, Leroy A.	1907	Delaware.
2302	Bixel, Robert D.	1914	Lycoming.
2103	Bocella, Luigi	1907	Philadelphia.
2204	Bolden, Samuel	1911	Philadelphia.
2045	Boyle, Cornelius	1906	Philadelphia.
1903	Bradford, Allyn M.	1903	Philadelphia.
2298	Brooks, Samuel F.	1914	Philadelphia.
1936	Brown, Albert Edward	1903	Philadelphia.
2087	Burritt, Howard B.	1907	Philadelphia.
2111	Burth, John A.	1908	Dauphin.
2154	Carroll, Francis W.	1909	Montgomery.
2090	Chamberlain, George P.	1907	Montgomery.
2030	Connors, Clarence E.	1905	Susquehanna.
2085	Copeland, James Monroe.....	1912	Philadelphia.
2157	Cross, Wilfred M.	1909	Luzerne.
2214	Davis, William	1911	Montgomery.
2248	de Moll, Rupert B.	1912	Philadelphia.
2057	Ditzler, Henry M.	1906	Montour.
2181	Doyle, John	1910	Philadelphia.
2238	Dutill, Samuel	1912	Montgomery.
2166	Elder, John Ross	1909	Montgomery.
2167	Fellman, Harry	1909	Philadelphia.
2054	Finnegan, Joseph P.	1906	Philadelphia.
2267	Fry, John Monroe.....	1913	Northumberland.
2120	Gantz, Charles G.	1908	Berks.
2270	Gavin, Martin Joseph.....	1913	Philadelphia.
2272	Gearhart, Kenneth C.....	1913	Clearfield.
2100	Graves, Francis S.	1907	Lackawanna.
2116	Hachenburg, George	1908	Philadelphia.
2268	Hadjehli, Joseph	1913	Philadelphia.
1922	Haggerty, Gerald	1903	Philadelphia.
2253	Harman, Lyle R.....	1913	Schuylkill.
2097	Hartman, Harry C.	1907	Franklin.
2244	Hearn, Harold V.	1912	Philadelphia.
2002	Hepler, John	1905	Luzerne.
2206	Hoffman, Norman H.	1911	Berks.
2173	Huber, Alvin	1910	Lackawanna.
1983	Hummel, Raymond E.	1904	Schuylkill.
2131	Ireton, William H.	1908	Philadelphia.
2262	Jigerjian, Garabed	1913	Northumberland.
1891	Jones, Clarence	1903	Luzerne.
2251	Kechak, John	1913	Lackawanna.
2175	Kessler, Samuel	1910	Philadelphia.
2234	Krause, Michael	1912	Philadelphia.
2285	Lare, John Walter	1914	Montgomery.
2109	Lentz, Daniel H.	1911	Lebanon.
2289	Levan, Louis Leroy	1914	Berks.
2252	Lichtenwalner, Arthur P.....	1913	Lehigh.

Accession No.	Names	Received	Counties
2169	Livingston, James F.	1910	Philadelphia.
2243	Matchey, Wenzel	1912	Luzerne.
2125	McCann, Joseph	1908	Philadelphia.
2164	Merkel, Herbert L. Y.	1909	Berks.
1892	Miller, E. Earle	1903	Lycoming.
2150	Miller, Ralph S.	1909	Philadelphia.
2301	Monn, Clarence C.	1914	Franklin.
2223	Oakes, Theodore	1911	Luzerne.
1961	Odenath, Frank F.	1904	Philadelphia.
2148	Opie, Webster H.	1909	Philadelphia.
2299	Pearlman, Benjamin	1914	Philadelphia.
1925	Perry, Kenneth W.	1903	Luzerne.
2192	Rank, Carl J.	1910	Union.
2292	Rettew, Charles Paul	1914	Dauphin.
2142	Riley, Harry	1909	Philadelphia.
2102	Robbins, Henry Griffith	1907	Northampton.
1999	Rodkey, Earl W.	1905	Dauphin.
2177	Saville, Carroll	1910	Chester.
2293	Schreffler, John Cameron	1914	Lycoming.
2224	Silverberg, Mandel	1911	Philadelphia.
2282	Smith, Howard John	1913	Lycoming.
2294	Snyder, Chester	1914	Northumberland.
2230	Sobel, Benjamin	1912	Philadelphia.
2242	Spencer, Raymond	1912	Philadelphia.
2117	Sweeney, Edgar S.	1908	York.
2020	Swinburn, Lester E.	1905	Philadelphia.
2210	Taylor, William R.	1911	Philadelphia.
2056	Tinsley, William Sheridan	1906	Philadelphia.
2202	Torbert, Harold B.	1911	Lycoming.
2290	Vaughn, Gardner D.	1914	McKean.
2284	Wachhaus, Gustav	1913	Schuylkill.
2066	Ward, George Ernest	1906	Philadelphia.
2137	Webber, Russel O.	1909	Luzerne.
2015	Weidert, Bernard W.	1905	Elk.
2145	Weigel, Theodore L.	1909	Lycoming.
2194	Weiner, Abraham	1910	Philadelphia.
2124	Wheeland, Ralph H.	1908	Lycoming.
2258	Whitaker, William	1913	Philadelphia.
1958	Williams, Archibald	1904	Luzerne.
2147	Wolf, Amos C.	1909	Lebanon.
2216	Young, John W.	1911	Philadelphia.

FROM OTHER STATES.

	Names	Received	States
2071	Briner, Edward C.	1906	New Jersey.
1878	Ferdon, Alonzo W.	1902	New Jersey.
2276	Focer, Eugene H.	1913	New Jersey.
1849	Howard, Harold DeV.	1901	Oklahoma.
2006	Munis, Raymond	1905	Delaware.
2005	Pierce, Paul L.	1905	Delaware.
2296	Porter, Raymond L.	1914	Oklahoma.
2303	Pruitt, Robert E.	1914	China.
2300	Putnam, John Everett	1914	New Jersey.
2236	Stults, Howard	1912	New Jersey.
2201	Tremple, Edward H.	1911	New Jersey.
2051	Willson, William S.	1906	New Jersey.
2191	Yingling, Harry M.	1910	Delaware.

GIRLS.			
Accession No.	Names	Received	Counties
2152	Allen, Margaret E. B.	1909	Philadelphia.
2000	Antonson, Dora R.	1905	McKean.
2250	Beckman, May C.	1912	Philadelphia.
1998	Biehl, Birdella R.	1905	Berks.
2093	Casey, Rose	1907	Lackawanna.
2264	Cimino, Mary Rosy.	1913	Northampton.
2254	Dangle, Elizabeth Oriella.	1913	Lycoming.
2215	Darkes, Lily L.	1911	Lebanon.
2183	Drissel, Anna L.	1910	Philadelphia.
1982	Dunsmore, Catherine E.	1904	Delaware.
1997	Edwards, Alberta	1905	Lackawanna.
1897	Edwards, Elsie R.	1903	Philadelphia.
2266	Epstein, Violet May.	1913	Lancaster.
2279	Eyerma, Irene	1913	Luzerne.
2259	Fabrio, Annie	1913	Lackawanna.
2274	Faulder, Martha Mary.	1913	Schuylkill.
2138	Fox, Helen M.	1909	Berks.
2118	Galbraith, Jennie Mildred	1908	Montgomery.
2143	Gerhart, Marion C.	1909	Bucks.
2033	Grant, Pearl E.	1905	Northampton.
2220	Griffin, Meta	1912	Philadelphia.
2165	Gurtowska, Valieri	1909	Philadelphia.
2291	Hayes, Margaret M.	1914	Schuylkill.
2178	Hess, Louisa M.	1910	Philadelphia.
2288	Hinden, Lillian	1914	Lancaster.
2078	Hinkel, Lillian M.	1907	Berks.
2186	Hoffman, Meda M.	1910	Berks.
1913	Horner, Gussie M.	1903	Philadelphia.
1948	Hüttner, Florence M.	1904	Philadelphia.
2044	Kelly, Genevieve	1906	Lackawanna.
2239	Keough, Annie C.	1912	Blair.
2237	Kerquasz, Annie	1912	Luzerne.
1979	Leib, Ruth D.	1904	Philadelphia.
2249	Linn, Willie Fay.	1912	Philadelphia.
1904	Locuson, Agnes S.	1903	Philadelphia.
2295	Lynam, Anna Elizabeth	1914	Montgomery.
2082	Mansfield, Nora I.	1907	Northampton.
2212	Maida, Rose	1911	Philadelphia.
2028	Mazicha, Veronica	1905	Luzerne.
2035	McClellan, Helen G.	1905	Lehigh.
2123	McDonald, Mary	1908	Schuylkill.
2220	Miller, Justina	1911	Philadelphia.
2203	Moeller, Gertrude R.	1911	Philadelphia.
1873	Morris, Edith H.	1902	Philadelphia.
2297	Moyer, Lillie Helen	1914	Wyoming.
2283	Moyer, Marietta	1913	Wyoming.
2174	Nedzinski, Elizabeth L.	1910	Schuylkill.
2062	Ochs, Anna M.	1906	Lackawanna.
1933	Pass, Grace E.	1903	Montgomery.
2227	Pauley, Eva May.	1912	Lehigh.
2269	Pauley, Verna A.	1913	Lehigh.
2017	Phillips, Stella	1905	Lackawanna.
2278	Pieczynski, Catherine	1913	Philadelphia.
2032	Prior, Gertrude C.	1905	Lancaster.
2277	Purnell, Hattie Viola.	1913	Delaware.
2240	Putt, Lillie A.	1912	Berks.
1989	Reichert, Olivia Y.	1904	Berks.
2094	Rex, Gertrude P.	1907	Schuylkill.
2007	Roddy, Mary Ida	1905	Philadelphia.
2168	Row, Grace M.	1910	Schuylkill.

Accession No	Names	Received	Counties
2149	Rowen, Carrie	1909	Philadelphia.
2144	Rutherford, Irma	1909	Philadelphia.
1996	Saalfeld, Anna	1905	Philadelphia.
1944	Sabo, Lena	1904	Schuylkill.
2200	Saville, Catherine	1911	Chester.
2231	Saville, Margaret Mildred.....	1912	Chester.
2197	Schwent, Catharine M.	1911	Philadelphia.
2304	Scully, Hilda B.	1914	Luzerne.
2196	Searles, Jennie M.	1911	Philadelphia.
2004	Sears, Ida May	1905	Philadelphia.
2122	Sechler, Beatrice J.	1908	Lehigh.
2156	Smith, Helen I.	1909	Dauphin.
2208	Smith, Mabel	1911	Philadelphia.
2185	Staub, Rose H.	1910	Crawford.
2260	Stern, Ella May.....	1913	Chester.
2271	Stevenson, Myrtle E.....	1913	Northumberland.
2219	Tasch, Katherine	1912	Philadelphia.
2188	Telesco, Angelina	1910	Lackawanna.
1986	Trask, Mildred E.	1904	Potter.
2146	Turner, Ruth C.	1909	Philadelphia.
2205	Watts, Katharine Lenore	1911	Dauphin.
2014	Weidert, Ruth C.	1905	Elk.
2257	Whitaker, Virginia	1913	Philadelphia.
2198	Wilkey, Julia Pauline	1911	Lancaster.

FROM OTHER STATES.

	Names	Received	States
2217	Burnett, Grace B.	1911	New Jersey.
2084	Burrows, Marion C.	1907	Delaware.
2141	Carey, Mildred	1909	Delaware.
2281	Dillett, Izetta	1913	New Jersey.
2127	Hyatt, Lavada	1908	New Jersey.
2009	Jones, Jeanette	1905	New Jersey.
2193	Kellert, Frances M.	1910	Quebec, Can.
2265	King, Maria B.....	1913	Delaware.
1965	Kulp, Bessie E.	1904	New Jersey.
2086	Lybrand, Christiana	1907	New Jersey.
2247	Mahan, Martha Lucile.....	1912	Alabama.
2221	Simmons, Ruth B.	1911	New Jersey.
2305	Snyder, Rose H.	1914	New Jersey.
2287	Thorp, Marie P.	1914	New Jersey.
2155	Welch, Catherine M.	1909	Delaware.

Total number of pupils in above list:

Boys	104
Girls	99
	203

AVERAGE AGE OF THE ABOVE PUPILS.

Boys	14 years, 9 months.
Girls	14 years, 10 months.

HOME INMATES.

Names	Admitted as pupils	Received into the Home	States
Boyer, Emma	1854	1863	Pennsylvania.
Gutzlaff, Fanny	1843	1851	China.
Gutzlaff, Jessie D.	1861	1869	China.

PROGRAM
IN COMMEMORATION OF THE SEVENTY-SIXTH
ANNIVERSARY OF THE BIRTH OF
DAVID DUFFLE WOOD

GIVEN IN THE AUDITORIUM OF THE SCHOOL

Thursday Evening, March 12th, 1914

(Mr. Wood's birthday is March 2nd, but owing to snowstorms, the exercises were postponed.)

1. ORGAN—Gloria in Excelsis*D. D. Wood*
OSCAR H. BILGRAM
2. HYMN—For All the Saints*Joseph Barnby*
SCHOOL CHORUS
3. PAPER—Method*D. D. Wood*
READ BY IDA PRICE
4. SONG—They Ask Me Why.....*D. D. Wood*
EDITH MORRIS
5. HYMN—The Twilight Shadows Fall.....*D. D. Wood*
SCHOOL CHORUS
6. SONG—Onaway*D. D. Wood*
HAYDN EVANS
7. WALTZ SONG—Autumn Leaves*D. D. Wood*
RUTH BUCK
8. Reminiscences of Mr. Wood's Early Life
MISS ELIZA B. CHASE
9. ANTHEM—There Shall Be No Night There.....*D. D. Wood*
SELECTED CHORUS
SOLOIST—M. LUCILE MAHAN

MUSICALE
By Pupils of
THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

AT THE SCHOOL
Monday Evening, November 24, 1913
At Eight O'clock

PROGRAM

1. PIANO SOLO—Catching Butterflies*Alberti*
GENEVIEVE KELLY
2. PIANO SOLO—L'Adieu*Favarger*
STELLA PHILLIPS
3. SONG—Absent*Metcalf*
HAYDN E. EVANS
4. PIANO SOLO—Scottish Tone Poem.....*Macdowell*
CHRISTIANA LYBRAND
5. PIANO SOLO—Spinning Song*von Wilm*
BESSIE E. KULP
6. SONGS—
 a. Mirage*Lehmann*
 b. Will o' the Wisp*Spross*
 M. LUCILE MAHAN
7. DUO FOR TWO PIANOS—Song Without Words.....*Tschaikowsky*
JOSEPH P. FINNEGAN FRANK F. ODENATH
8. PIANO SOLOS—
 a. By the Brookside*Rogers*
 b. Elegy*Gade*
 WILLIE FAY LINN
9. PIANO SOLO—Hortensia*Lange*
FLORENCE M. HÜTTNER
10. DUET—Heavenly Love*Gounod*
EDITH H. MORRIS NORA I. MANSFIELD
11. PIANO SOLO—Polonaise*Macdowell*
HARRY C. HARTMAN
12. SONG—The Horn*Flegier*
EDWARD HENAHAN
13. PIANO SOLO—Gavotte*Rogers*
HERBERT L. Y. MERKEL
14. PIANO QUARTET—Festival March.....*Rathbun*
FLORENCE M. HÜTTNER MARION C. BURROWS
GENEVIEVE KELLY MILDRED E. TRASK

MUSICALE

By Pupils of
THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

AT THE SCHOOL
Thursday Evening, February 26th, 1914
At Eight O'clock

PROGRAM

1. ORGAN SOLO—Sonata, No. 1 (First Movement).....*Guilmant*
FRANK F. ODENATH
2. PIANO SOLO—Impromptu, Op. 90 No. 3.....*Schubert*
ROSE H. STAUB
3. VOCAL—I Hear You Calling Me.....*Marshall*
HAYDN E. EVANS
4. PIANO SOLO—Capriccio Brillante.....*Mendelssohn*
EDWARD HENAHAN
5. VOCAL—A Spray of Roses*Sanderson*
M. LUCILE MAHAN
6. PIANO SOLOS—
 a. Prelude, Op. 28 No. 15.....*Chopin*
 b. Hexentanz*Maccowell*
 EDITH H. MORRIS
7. PIANO SOLO—Polonaise, Op. 26 No. 1.....*Chopin*
HARRY C. HARTMAN
8. VOCAL—Passage Birds Farewell.....*Hildach*
EDITH H. MORRIS ROSE H. STAUB
9. PIANO SOLO—Morceau en forme d'un Etude.....*Wollenhaupt*
BESSIE E. KULP
10. PIANO SOLO—Impromptu, Op. 90 No. 4.....*Schubert*
M. LUCILE MAHAN
11. VOCAL—Even Bravest Hearts, from "Faust".....*Gounod*
EDWARD HENAHAN
12. PIANO SOLO—Concerto in A minor (First Movement).....*Grieg*
ARNOLD DEASON

MUSICALE

By Pupils of
THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

AT THE SCHOOL
Thursday Evening, April 23d, 1914
At Eight O'clock

PROGRAM

1. ORGAN SOLO—Grand Chorus in D.....*Guilmant*
HARRY C. HARTMAN
2. PIANO SOLO—Butterfly*Merkel*
FLORENCE M. HÜTTNER
3. PIANO SOLO—Polacca Brillante.....*Bohm*
ALLYN M. BRADFORD
4. VOCAL—A Perfect Day.....*Bond*
STELLA PHILLIPS
5. GLEE—Indian Cradle Song.....*Matthews*
GIRLS' GLEE CLUB
6. PIANO SOLO—Grillen.....*Schumann*
M. LUCILE MAHAN
7. VOCAL—The Nightingale*Ward-Stevens*
EDITH H. MORRIS
8. PIANO SOLO—Tendre Fleur*Egghard*
HARRY H. DITZLER
9. PIANO SOLO—The Flatterer.....*Chaminade*
STELLA PHILLIPS
10. PIANO SOLO—Allegretto and Finale from Sonata,
Op. 14 No. 1.....*Beethoven*
EDITH H. MORRIS
11. VOCAL—Cashmere Song*Finden*
EDWARD HENAHAN
12. PIANO SOLO—Minuetto in E flat.....*Mozart*
WILLIAM R. TAYLOR
13. PIANO SOLO—Gypsy Rondo.....*Haydn*
GEORGE HACHENBURG
14. VOCAL—Kisses*Bemberg*
M. LUCILE MAHAN
15. PIANO SOLO—Nocturne in F sharp.....*Chopin*
ROSE H. STAUB
16. PIANO SOLOS—
a. Spring Song*Hollaender*
b. Russian Dance*Engelmann*
HERBERT L. Y. MERKEL
17. PIANO SOLO—Rigoletto Fantasie.....*Liszt*
JOSEPH FINNEGAN
18. CHORUS—O Lovely May.....*German*

PIANO RECITAL

By First and Second Year Pupils of

MRS. CLARA HAINES MARTIN

and

MISS S. GERTRUDE REESS

THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

Tuesday Evening, May 26th, 1914

At Eight O'clock

PART I

FIRST YEAR PUPILS

1. SONG—The Sailor Boy.....*Riley and Gaynor*
CHILDREN'S CHORUS
2. DUET—Grateful Tasks No. 1.....*Gurlitt*
IRMA RUTHERFORD RUTH C. TURNER
3. Doll's Lullaby*Hofman*
HELEN I. SMITH
4. Just a Bunch of Flowers.....*Spalding*
WILLIAM DAVIS
5. DUET—Grateful Tasks No. 2.....*Gurlitt*
MILDRED CAREY VALIERI GURTOWSKA
6. a. A Summer Noon.....*Hofman*
b. Evening Song*Hofman*
IRMA RUTHERFORD
7. SONGS—
a. The Tulip*Riley and Gaynor*
b. The Brownies*Riley and Gaynor*
CHILDREN'S CHORUS
8. The Buttercup*Erb*
MILDRED CAREY
9. a. A Wee Story.....*Orth*
b. The White Kitten.....*Erb*
CARRIE ROWEN
10. a. The Brook*Krogman*
b. Dance of the Dewdrops.....*Ducelle*
LOUISA HESS
11. a. Shepherd's Song*Behr*
b. Titania Gavotte*Ducelle*
RUTH C. TURNER

PART II

SECOND YEAR PUPILS

12. SONG—The Crow.....*Riley and Gaynor*
CHILDREN'S CHORUS
13. Rondo No. 10.....*Lichner*
ANNA M. OCHS
14. a. Capriccietta*Rogers*
b. Tally Ho!*Rogers*
WENZEL MATCHEY
15. a. On the Lake.....*Behr*
b. Jack O'Lantern March*Krogman*
IDA MAY SEARS
16. SONG—May Day Morn.....*Slater*
BESSIE E. KULP
17. Valetta*Krogman*
MARY IDA RODDY
18. Chase of the Butterflies.....*Dennee*
MARY McDONALD
19. Pretty Rose*Lichner*
CATHERINE E. DUNSMORE
20. DUET—Coaxing*Fink*
CATHERINE E. DUNSMORE MARY McDONALD
21. SONG—The Swing*Riley and Gaynor*
CHILDREN'S CHORUS



BOYS OF SECOND, THIRD AND FOURTH GRADES LEARNING TO CANE CHAIRS ON SEATS
HELD IN ADJUSTABLE FRAMES



REED BASKET MAKING AND CHAIR CANING

Boys of the second and third grades learn to make reed baskets. When a pupil has mastered caning he is encouraged to cane chairs for customers outside the school. He pays the school one-fifth of his receipts for the material he uses; the remaining four-fifths he deposits to his credit, withdrawing his capital only when he leaves.

TWENTY-THIRD ANNUAL CONCERT

Given by the Pupils of

THE PENNSYLVANIA SCHOOL FOR THE BLIND

MISS M. LUCILE MAHAN, *Soprano*

MR. EDWARD HENAHAN, *Pianist*

MR. ARNOLD DEASON, *Pianist*

And a Selected Chorus, Assisted by

MR. GEORGE RUSSELL STRAUSS, *Baritone*

And Members of

THE PHILADELPHIA ORCHESTRA

Under the Direction of MR. RUSSELL KING MILLER

HORTICULTURAL HALL, PHILADELPHIA

Tuesday Evening, May 12th, 1914, at 8.15 o'clock

PROGRAM

1. Daybreak*Eaton Fanning*
CHORUS
2. Capriccio Brillante for Piano and Orchestra.....*F. Mendelssohn*
EDWARD HENAHAN
3. Gallia*Charles Gounod*
CHORUS
4. Aria: Jeanne D'Arc.....*P. Tschaiowsky*
M. LUCILE MAHAN
5. Dreamking and His Love.....*Horatio Parker*
CHORUS
6. Concerto in A Minor (First Movement).....*Edvard Grieg*
ARNOLD DEASON
7. Fair Ellen*Max Bruch*
CHORUS
GEORGE RUSSELL STRAUSS, *Baritone*

The following statements with reference to the concert are selected from several notices which appeared in Philadelphia papers:

The soloists were Edward Henahan and Arnold Deason, piano students, who aroused enthusiasm by their playing of the Mendelssohn "Capriccio" and the first movement of the Grieg A minor Concerto. As did the members of the Chorus, they showed perfect ease and confidence in their work and betrayed no signs of the handicap under which they labored. Lucile Mahan gave a fine rendering of Tschaiowsky's "Jeanne d'Arc" Aria and was warmly applauded.

Miss Mahan has a voice equal in volume and in brilliancy to that possessed by any singer in the city. Following her solo, she was compelled to respond to an encore. Two piano selections were given. . . . These young men are artists on the piano and play with marvellous skill.

Better choral singing is seldom to be heard. Two young students of the School, Edward Henahan and Arnold Deason, played. . . . Both displayed splendid technical training and played with surety and assurance.

FOURTEENTH ANNUAL ENTERTAINMENT

OF THE

GLEE CLUB

OF THE

OVERBROOK SCHOOL FOR THE BLIND

MR. JACOB P. BAUSCH, Director

MR. FRANK ODENATH, Accompanist

"THE MIKADO"

LU LU TEMPLE, Spring Garden Street, East of Broad Street

Thursday Evening, May 21, 1914, at 8.15

Benefit of the Uniform Type Committee and the
Graduates' Loan Fund of the Overbrook School

PROGRAM

DRAMATIS PERSONÆ

THE MIKADO OF JAPAN.....	EARL W. RODKEY
HIS SON (disguised as Nanki-Pooh).....	JACOB P. BAUSCH
KO-KO, the Lord High Executioner.....	EDWARD L. HENAHAN
POOH-BAH, Lord High Everything Else.....	KENNETH W. PERRY
PISH-TUSH	BERNARD W. WEIDERT
YUM-YUM	HARRY M. DITZLER
PITTI-SING	{ Wards of Ko-Ko..... HAROLD V. HEARN
PEEP-BO	
	{ WENZEL MATCHEY, Act I
	{ JOSEPH McCANN, Act II
KATISHA	HARRY HARTMAN

SCENE: Ko-Ko's PARK

OVERTURE—ORGAN MR. ROLLO F. MAITLAND, F. A. G. O.

ACT I

CHORUS OF MEN—If You Want to Know Who We Are,
Japanese Nobles
SONG AND CHORUS—A Wandering Minstrel, I.....Nanki-Pooh
SONG AND CHORUS—Our Great Mikado.....Pish-Tush
SONG—Young Man Despair,
Pooh-Bah (with Nanki-Pooh and Pish-Tush)
RECITATION—And Have I Journeyed For a Month or Nearly,
Nanki-Pooh and Pooh-Bah
CHORUS WITH SOLO—Behold the Lord High Executioner.....Ko-Ko
SONG AND CHORUS—As Some Day It May Happen.....Ko-Ko
CHORUS—Comes a Train of Little Ladies..Yum-Yum's School Fellows

DECLAMATION CONTEST

BY MEMBERS OF THE GIRLS' SCHOOL

Given at

THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

Tuesday Evening, June 2d, 1914, at 8.15

PROGRAM

Aux Italiens	<i>Owen Meredith</i>
STELLA PHILLIPS	
The Death of Minnehaha.....	<i>Longfellow</i>
ROSE H. STAUB	
Sheltered	<i>Jewett</i>
V. GRACE MOSES	
The Spinning Wheel Song.....	<i>Waller</i>
OLIVIA R. REICHERT	
Memories of Lookout Mountain.....	<i>Catlin</i>
EMMA GÜTH	
Brier Rose	<i>Boyensen</i>
CAROLINE SABO	
A Legend of Service.....	<i>Van Dyke</i>
EDITH H. MORRIS	
The Legend Beautiful	<i>Longfellow</i>
M. LUCILE MAHAN	
The Ride of Jennie McNeil.....	<i>Carlton</i>
CHRISTIANA LYBRAND	
Hervé Riel	<i>Robert Browning</i>
MARY CLENDENNING	

JUDGES

MISS FLORENCE ELLIOTT MISS CLARA ADAMS
DR. MATTHEW WOODS

PRIZES AWARDED

First: MARY CLENDENNING
Second: M. LUCILE MAHAN
Honorable Mention: EMMA GÜTH
CHRISTIANA LYBRAND

ATHLETIC CONTEST

between

Overbrook Athletic Club and Overbrook Athletic Association*

at

SCHOOL FOR THE BLIND

OVERBROOK, PA.

Saturday, June 6, 1914, at 2.30 P. M.

EVENTS

1. Standing broad jump

Won by JAMES MONROE COPELAND (O. A. A.). Distance, 8 ft. 11¼ in.

Second, ROBERT W. BURRITT (O. A. C.). Distance, 8 ft. 8¼ in.

Third, MR. HARTUNG (O. A. A.). Distance, 8 ft. 7¾ in.

2. Fifty-yard dash

Won by EDWARD BREDIN (O. A. C.). Time, 5 3-5 sec.

Second, JAMES MONROE COPELAND (O. A. A.). Time, 5 4-5 sec.

Third, JOHN TOBIN (O. A. C.). Time, 5 4-5 sec.

3. Shot put

Won by HAYDN E. EVANS (O. A. A.). Distance, 34 ft. 6 in.

Second, EDWARD BREDIN (O. A. C.). Distance, 31 ft. 7 in.

Third, THOMAS RICE (O. A. C.). Distance, 31 ft. 2 in.

4. Three consecutive jumps

Won by JAMES MONROE COPELAND (O. A. A.). Distance, 27 ft. 11 in.

Second, ROBERT W. BURRITT (O. A. C.). Distance, 27 ft. 9½ in.

Third, MR. HARTUNG (O. A. A.). Distance, 26 ft. 8 in.

5. Seventy-five yard dash

Won by EDWARD BREDIN (O. A. C.). Time, 8 1-5 sec.

Second, JAMES MONROE COPELAND (O. A. A.). } Tied. Time,
ALEXANDER STEVENS (O. A. C.). } 8 3-5 sec.

6. Standing high jump

Won by MR. HARTUNG (O. A. A.). }
ROBERT W. BURRITT (O. A. C.). } Tied. Height, 3 ft. 11 in.

Second, ALEXANDER STEVENS (O. A. C.). Height, 3 ft. 10 in.

Final score:

Overbrook Athletic Club..... 28 points

Overbrook Athletic Association..... 26 points

Highest individual score—JAMES MONROE COPELAND (O. A. A.),
15 points.

*A voluntary organization of our boys over fourteen years of age.

ATHLETIC CONTEST

for the

JUDGE MARTIN CUP

BOYS' SCHOOL

Wednesday, June 17, 1914, at 10 A. M.

EVENTS

1. Standing broad jump

Won by JAMES MONROE COPELAND. Distance, 8 ft. 11½ in.

Second, CLARENCE JONES. Distance, 8 ft. 2 in.

Third, FRANCIS S. GRAVES. Distance, 7 ft. 8 in.

2. Fifty-yard dash

Won by JAMES MONROE COPELAND. Time, 6 2-5 sec.

Second, CLARENCE JONES. Time, 6 3-5 sec.

Third, FRANCIS S. GRAVES. Time, 6 4-5 sec.

3. Shot put

Won by JAMES MONROE COPELAND. Distance, 26 ft. 8½ in.

Second, FRANCIS S. GRAVES. Distance, 24 ft. 8½ in.

Third, GEORGE ERNEST WARD. Distance, 21 ft. 10 in.

4. Three consecutive jumps

Won by JAMES MONROE COPELAND. Distance, 27 ft. 10 in.

Second, CLARENCE JONES. Distance, 26 ft. 5½ in.

Third, GEORGE ERNEST WARD. Distance, 23 ft. 9¾ in.

5. Seventy-five yard dash

Won by JAMES MONROE COPELAND. Time, 8 4-5 sec.

Second, CLARENCE JONES. Time, 9 3-5 sec.

Third, GEORGE ERNEST WARD. Time, 10 1-5 sec.

6. Standing high jump

Won by JAMES MONROE COPELAND. Height, 3 ft. 10 in.

Second, FRANCIS S. GRAVES }
GEORGE ERNEST WARD } Tied. Height, 3 ft. 9 in.

Final score:

First, JAMES MONROE COPELAND..... 30 points

Second, CLARENCE JONES..... 12 points

Third, FRANCIS S. GRAVES..... 7 points

Winner of the Judge Martin Cup for the year 1914—JAMES
MONROE COPELAND.

GRADUATION EXERCISES OF THE 82D YEAR

Thursday Morning, June 18th, 1914

At Ten O'clock

PROGRAM

ORGAN—Symphony No. 5 (First Movement).....*Widor*

EDWARD L. HENAHAN

ESSAY—A Plea for Birds

OLIVIA R. REICHERT

PIANO—Marche Militaire*Schubert-Tausig*

ARNOLD O. DEASON

ESSAY—Piano Tuning as a Profession for the Blind (with demonstrations).

EARL W. RODKEY

VOCAL—Aria—Jeanne d'Arc*Tschaikowsky*

M. LUCILE MAHAN

CEREMONIAL MEETING—Hapovgi Camp Fire Girls

PIANO—Ballade in A Flat.....*Chopin*

EDWARD HENAHAN

DRAMATIZED STORY—"William Tell"

SECOND GRADE, BOYS' SCHOOL

CHORUS—Daybreak*Faning*

PRESENTATION OF DIPLOMAS AND AWARD OF PRIZES

By JOHN CADWALADER, ESQ., President of the Board of Managers

ALUMNAE SONG—Alma Mater

THE ALUMNAE

Words by AMY K. HALFPENNY, Class of 1904

Music by SOPHIA JOSEPHINE GRABOWSKI, Class of 1908

Auld Lang Syne

THE SCHOOL

*Graduates of the Class of 1914, with Titles of
Graduation Essays*

MARY C. CLENDENNING..A Plea for Prevention of Cruelty to Animals
EMMA M. GÜTH.....Our Panama Canal
VERONICA MAZICHA.....William Chapin
STELLA PHILLIPS.....The Balkan States: Before and after the War
OLIVIA R. REICHERT.....A Plea for Birds
CORNELIUS BOYLE.....Uncle Sam's Postal Service
EARL W. RODKEY.....Piano Tuning as a Profession for the Blind

Class Motto:
Semper paratus

Class Colors:
Blue and Gold

Pupils Receiving the Diploma in Music:

EDWARD L. HENAHAN, Class of 1910 ARNOLD O. DEASON

Pupils Receiving the Diploma in Piano Tuning:

HAYDN E. EVANS
EDWARD L. HENAHAN, Class of 1910
FRANCIS L. McLAUGHLIN, Class of 1912
JOSEPH H. PROCTOR, Class of 1910

*Graduating Pupils Receiving the J. Francis Fisher
Prizes for Scholarship:*

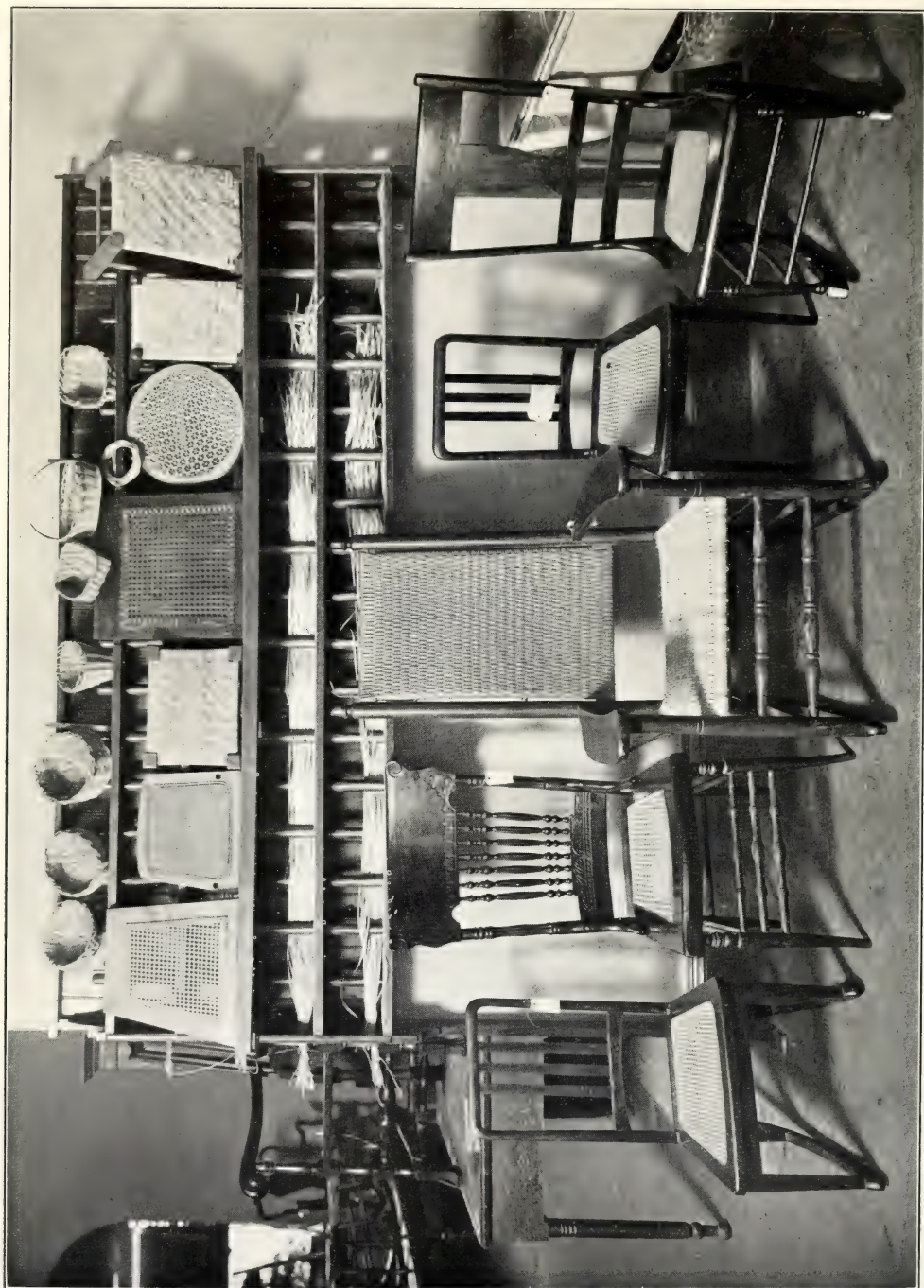
VERONICA MAZICHA CORNELIUS BOYLE
EARL W. RODKEY

*Pupil Receiving the J. B. Hammond Special Prize—
A Typewriter to the Successful Pupil in the Annual Contest
in Typewriting:*

PERCY E. BERNINGER

*Pupils Receiving the Harrison Prizes for Patience, Assiduity
and Sustained Effort in the Industrial Department:*

MARY CLENDENNING ALFRED DOUGLAS STULTS



CORNER OF BOYS' CANE SHOP SHOWING VARIETIES OF CANING TAUGHT

LIST OF PUBLICATIONS IN AMERICAN BRAILLE.*

(Stereotyped by various schools and societies from February 1, 1914, to February 1, 1915. Lists of publications previous to February 1, 1914, will be mailed upon application.)

Explanation of Abbreviations and Signs.

Letters indicate the schools and societies by which the books have been embossed:

- "A"—American Printing House for the Blind, Louisville, Ky.
- "B"—Perkins Institution and Massachusetts School for the Blind, Watertown, Mass.
- "C"—Public School Classes, Chicago, Ill. John B. Curtis, Supervisor.
- "Cl"—Public School Classes, Cleveland, Ohio. Robert B. Irwin, Supervisor.
- "G"—School for the Blind, Gary, South Dakota.
- "J"—School for the Blind, Jacksonville, Ill.
- "L"—School for the Blind, Lansing, Mich.
- "M"—Public School Classes, Milwaukee, Wis. Miss Carrie B. Levy, Instructor.
- "N. Y."—Public School Classes, New York City, N. Y. Miss Frances E. Moscrip, Inspector of Classes for the Blind.
- "O"—Pennsylvania Institution for the Instruction of the Blind, Overbrook, Pa.
- "P"—Western Pennsylvania Institution for the Blind, Pittsburgh, Pa.
- "R"—Public School Classes, Racine, Wis. Miss Catharine M. Light, Instructor.
- "S"—School for the Blind, St. Louis, Mo.
- "X"—Xavier Braille Publication Society for the Blind, Chicago, Ill.

SERIES OF CLASSICS EMBOSSED, AND PUBLISHERS.

- "E. E. C." Eclectic English Classics—American Book Co.
- "R. L. S." Riverside Literature Series—Houghton, Mifflin & Co.
- "C. for C." Classics for Children—Ginn & Co.
- "S. E. C." Standard English Classics—Ginn & Co.
- "H. C. R." Historic Classic Readings—Effingham, Maynard & Co.

Three sizes of plates are in common use: "L", large ($12\frac{1}{2} \times 9\frac{1}{2}$ in.); "M", medium ($10\frac{1}{2} \times 8\frac{3}{4}$ in.); and "S", small ($9\frac{1}{4} \times 5\frac{3}{4}$ in.)

Figures indicate the number of volumes; "p" pamphlet; "ps" pamphlets; "l" leaflet. A volume contains over 40 pages; a pamphlet not less than 15 or more than 40 pages; a leaflet less than 15 pages.

Books marked thus (*) are printed with contractions; books marked thus (†) are printed with and without contractions; all others are printed with full spelling. Books marked thus (°) are interpointed.

The plates of all books marked thus (†) are at the American Printing House for the Blind, Louisville, Ky., whence books are obtainable. Plates of all books not so marked are retained by the schools and societies by which they were embossed.

NOTE.—The information concerning the titles in this list was supplied by the organizations that have embossed the various books. It has been secured only with considerable labor and correspondence. It is not probable that all the information is entirely correct; as errors are discovered we shall appreciate it if they are called to our attention.

NOTE.—BRAILLE MUSIC.—We do not emboss music, which is embossed in considerable quantities at Watertown and Jacksonville. For information, address Director Edward E. Allen, Perkins Institution and Massachusetts School for the Blind, Watertown, Mass., and Supt. Robert W. Woolston, Illinois School for the Blind, Jacksonville, Ill.

* Between 1895 and 1909 the complete list of titles in American Braille appeared in each annual report. Since 1909 there have been included in the annual report only the titles of those books and pamphlets that have been embossed during the current year.

	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
Religion					
* Antony, C.M. Blessed Jeanne D'Arc, the maid of France. Benziger.....	X	1915	M	99	1
Education					
* Burritt, Hamilton. Practical law. (Revised and enlarged). Ellis Pubg. Co., 1910 (in press)...	L	1915	M		
Language					
<i>English</i>					
†* Buehler, Hubert Gray. Exercises in English. American Book Co. Harper Bros., 1895 (in press)	A	1915	L		2
† Holbrook, Florence. Dramatic reader for lower grades. Am. Book Co., 1911. F. Holbrook (in press)	O	1915	L		
* Salisbury, Albert. Phonology and orthoëpy. The Century Book Co.....	L	1915	M	81	1
<i>French</i>					
Guerber, H.C. Contes et Légendes. Am. Book Co., 1895. (Not to be completed)	N. Y.	1915	M	38	1
<i>German</i>					
†* Nichols, A.B. Modern German prose. A reader for advanced classes. Henry Holt & Co., 1908 (in press).....	O	1915	L		
† Schiller, Friedrich. Wallenstein. Editor W. H. Carruth. Henry Holt & Co., 1901 (in press)..	O	1915	L		
Science					
<i>Physical Geography</i>					
†* Gilbert, Grove Carl, and Brigham, Albert Perry. An introduction to physical geography. D. Appleton & Co., 1908.....	A	1915	L	390	3
Salisbury, Barrows and Tower. Modern Geography for high schools. Henry Holt & Co., 1913....	C	1915	M	910	16
<i>Mathematics</i>					
<i>Arithmetic</i>					
† Marshall, Carl Coren, and Goodyear, Samuel Horatio. Inductive commercial arithmetic. Goodyear & Marshall Pubg. Co., 1910 (in press).....	L	1915	M		
<i>Physics</i>					
†* Hoadley, C.E., Sc.D., George A. Essentials of physics	A	1915	L		5
Literature					
Babcock, M.D. The joy of work; with The success of defeat. Fleming H. Revell, 1907.....	B	1915	L	54	1
<i>Drama</i>					
Lamb, Charles and Mary. Tales from Shakespeare. Ginn & Co. (in press).....	N. Y.	1915	M		7

	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
<i>Fiction</i>					
†*Allen, James L. A Kentucky cardinal. The Macmillan Co., 1900.....	A	1915	L		
Andrews, Mrs. M.R.S. Majesty of the law; with the counsel assigned. Harper Bros., 1914.....	B	1915	L	67	1
Bachelor, Irving. Keeping up with Lizzie. Harper Bros., 1911	Cl.	1915	M	129	2
Child, R.W. The man in the shadow. Macmillan Co., 1911.....	Cl.	1915	M		
†Dickens, Charles. Old curiosity shop.....	O	1914	L	921	6
†————— Tale of two cities.....	O	1915	L		
†Eliot, George. Romola. A. L. Burt Co.....	O	1915	L		
Ferber, Edna. Roast beef, medium. Frederick A. Stokes, 1913 (in press).....	Cl.	1915	M		
†*Jackson, Helen Hunt. Ramona. Roberts Bros., 1884 (in press).....	O	1915	L		
Kipling, Rudyard. The brushwood boy. Doubleday & McClure Co., 1898.....	Cl.	1915	M	75	1
Leupp, F.E. A day with father; with A man in the shadow. Macmillan Co., 1911.....	Cl.	1915	M	75	1
*Mitchell, S. Weir, M.D. New Samaria. B. Lippincott Co., 1904.....	P	1915	M	72	1
†————— Hugh Wynne. The Century Co., 1897	O	1915	L	502	4
†Page, Thomas Nelson. Two little confederates. Charles Scribner's Sons, 1898.....	A	1915	L	140	1
†Thackeray, William M. Vanity fair. Thomas Y. Crowell & Co.....	A	1915	L	1500	10
<i>Poetry</i>					
Arnold, Matthew. Sohrab & Rustum.....	N. Y.	1915	M	52	1
*Riley, James Whitcomb. Miscellaneous poems. The Bobbs-Merrill Co., 1900.....	P	1915	M	57	1
<i>History</i>					
†Wilson, Woodrow, Ph.D., LL.D., President of the United States. A history of the American people. Harper Bros., 1901 (in press).....	A	1915	L		10
<i>Biography</i>					
†Handel. Wm. H. Cummings. George Bell & Sons, London	A	1915	L	90	1
†Tschaiowsky. E. Markham Lee. George Bell & Sons, London	A	1915	L	69	1
†Wagner. John P. Runciman. George Bell & Sons, London	A	1915	L	115	1

AMERICAN BRAILLE.

To write on a Braille tablet begin at the right; to read, reverse the sheet and begin at the left. In either case the six points $\begin{pmatrix} \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot \end{pmatrix}$ of which the characters are formed, are numbered from the top, 1, 2, 3, for the first vertical row, and 4, 5, 6, for the second.

ALPHABET.

a	b	c	d	e	f	g	h	i	j	k	l	m
$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$
n	o	p	q	r	s	t	u	v	w	x	y	z
$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$

To capitalize a letter prefix to it points 3 and 6 ($\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$).

MARKS OF PUNCTUATION.

,	;	:	.	?	!	—	(	)	'	-
$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$
“	”	‘	’							
$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$							

The apostrophe is point 4. The other marks, except the exclamation, are formed of points 2, 3, 5 and 6.

When two or more initial letters requiring the capital sign occur together, the space which separates words may be omitted; the period which follows the first letter then becomes also the prefix, or capital sign, for the next; thus, $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ F. R. S.

NUMERALS.

When alone or in combination the following letters, if prefixed by the numeral sign ($\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$), become numbers.

1	2	3	4	5	6	7	8	9	0
$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$
1	46	235							
$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$

INITIAL LETTERS USED AS WORD SIGNS.

but could down from great have just know like my
 not quite right should the under very will you

When the above words are parts of other words the initial letter must not be used as a representative; *e. g.* when standing alone represents "know," but "knowledge" should be written

OTHER CHARACTERS USED AS WORD AND PART WORD SIGNS.

an and ar ch ed en er for in ing
 is of on or ou ow st th or that tion wh or which

The following characters, with one exception, are formed of points 2, 3, 5, 6. When separated from words by the omission of a cell, they are word signs, as follows:

had their to was with would

The letter x () when standing alone is used as an asterisk.

The letter d followed by a period is used as the dollar sign and should be immediately followed by the numeral sign; thus—

\$23.75

An italicized word is indicated by the prefix of point 6 ().

Lines of poetry are separated by the omission of three cells.

The capital sign preceding a contraction capitalizes only the first letter of the contraction.

The ordinary rules of grammar should be closely followed; hence correct syllabication must be observed, and a monosyllable should never be divided.

Strict conformity to general grammatical laws and the special rules preceding, are essential to a correct use of the American Braille, and the use of signs in any other way than that hereby authorized is as inelegant and incorrect as similar changes in ordinary writing.

EXAMPLE OF WRITING WITH CONTRACTIONS.

The y had ch o s en their w or k : on e was an ar t i st ; an o th er
 e x c e l l ed in m u s i c ; and the y ou n g e st was er r and b o y
 for W . A . H o l t & C o . , 9 D a y St . , wher e h e
 e ar n ed \$ 4 . 5 0 p er w e e k . Not quite s o g i f t ed
 a s h i s b r o th er s , h e p o s s e s s ed , like th e m , a
 s a v o i r f a i r e which m a d e h i m a g r e a t f a v o r i t e
 with a l l . H e could t u r n h i s h a n d to an y th i n g and h i s
 e m p l o y e r s w o u l d l i s t e n to n o s u g g e s t i o n of h i s
 l e a v i n g b u t p r o m i s e d s p e e d y p r o m o t i o n .

BRaille MUSIC ALPHABET.

	C	D	E	F	G	A	B
Wholes or 16ths,							
Halves or 32ds,							
Quarters or 64ths,							
Eighths or 128ths,							
Octave signs,	1 	2 	3 	4 	5 	6 	7
Fingering signs,							
Rests,							
Accidentals,							
Intervals,	2d 	3d 	4th 	5th 	6th 	7th 	8th
slur		in accord with 	turn 	grace note 	trill 		
repeat		staccato 	dot 	double dot 			
	2 • 5 3 • 6	2 • 3 • 6	3 •	8 • 3 •			
double bar		double bar with repeat 	pause 	right hand m. 	d. 	left hand m. 	g.

Expression marks are represented by the abbreviations ordinarily used in music for the seeing. Characters standing for letters must be preceded by the word sign (⠠).

Provision is made in Braille for the special signs which occur in music written for violin, guitar, organ, voice, etc. For further information, consult the pamphlet published by the British and Foreign Blind Association, 33 Cambridge Square, Hyde Park, London.

MATHEMATICAL BRAILLE NOTATION.

5.	+	⋮	⋮	()	⋮	±	⋮	: (ratio.)
2.	⋅	⋮	⋮	{ }	⋮	∓	⋮	/
4.	×	⋮	⋮	*	1		⋮	
6.		⋮	⋮	[]	6.	fraction.	⋮	index.
2.	⋅	⋮	⋮	√	⋮	>	⋮	%.
3.	⋅	⋮	⋮		⋮	<	⋮	(when alone) varies as.
2.	⋅	⋮	⋮	2	⋮		⋮	
5.	⋅	⋮	⋮	6.	⋮		⋮	
				exponent.				
4.				prime,				
3.	over			sub-literal.		factorial.		(when alone) infinity.

The underlying principles of this notation are broad, and permit infinite combinations of the signs. By means of it the formulas of trigonometry, analytics, and calculus are easily and clearly written.

One fact must always be kept in mind in writing and reading this notation, i. e., that an active sign, as radical, exponent, factorial, index, over, or fraction, continues its activity or meaning until stopped naturally or artificially; naturally, at the end of a quantity or expression, when not followed by another quantity; artificially, by a period, and the ending root sign. This will be clearly understood from a careful study of the rules and examples.

In writing mixed numbers in arithmetic, the fraction sign is omitted, a comma separating the integer from the fraction; *e. g.*, $6\frac{1}{2}$, $\begin{smallmatrix} \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet \end{smallmatrix}$

One numeral sign at the beginning of a mixed number or a fraction is sufficient. But in algebra the numeral sign must precede each number; *e. g.*, $6\frac{1}{2}$,

RULES.

I. The exponent sign $\left(2^{\bullet} \bullet 6\right)$ precedes literal, numero-literal, negative, fractional, and polynomial exponents, and exponents of polynomials and of enclosed monomials.

II. Numerals written in the lower two-thirds of the "Braille cell" are sub-exponents.

Numeral exponents and numeral sub-exponents preceded by the sign are read prime, second, third, etc.; sub-prime, sub-second, sub-third, etc.; sub-literal. (₃.⁵)

III. The period is used to show the end of active signs, as exponent, index, factorial, over, and fraction, or to stop their activity.

IV. Numbers preceding literal quantities are co-efficients; following, exponents.

V. A root of higher degree than the second is indicated by writing the index sign and the index before the radical; e. g., $\sqrt[n]{x^2+y}$

VI. The fraction sign precedes all fractions, but may be omitted before numeral fractional exponents.

VII. Quantities under the radical are preceded by the beginning radical sign, and are followed by the ending radical sign.

A radical (or radicals) under a radical is indicated by doubling or tripling the inner radical (beginning and ending) signs. The single ending radical always completes the expression.

In searching through several advanced algebras, books on calculus, trigonometry, and analytics all the letters of the alphabet were found to be used except "j" and "o". Therefore the Braille "j" has been used here for the closing bracket.

For the figures and the numeral sign, see the first page of the "American Braille".



A CLASS IN WOOD-WORK

For approximately three hours a week for four years, our boys have instruction in working in wood.

Comma (3.).

period (3...6).

X. Letters preceded by the point 6, become Greek letters. Letters preceded by points 5, 6, are capitalized *algebraically*.

ILLUSTRATIONS.

Rules I., III., IV., VI., VIII.

$$\frac{4ax^{-1}}{3y^3}$$

[illegible]

Rules I., III., IV., VI.

$$\frac{y^{m+1}}{x^{2m}}$$

Rules III., IV., VI., IX.

$$\frac{x+y}{6+x^2}$$

Rules VI., VII., IX.

$$\frac{3}{\sqrt{3} + \sqrt{5}} \qquad \frac{3}{\sqrt{x} + y}$$

A 4x16 grid of black dots on a white background. The dots are arranged to form the word 'MATHS' in a stylized, blocky font. The 'M' is formed by dots in the first four columns, 'A' by dots in the next four columns, 'T' by dots in the next four columns, and 'S' by dots in the last four columns. The dots are arranged in a way that the word is clearly recognizable.

Rule VII.

$$\sqrt[3]{\sqrt{4}}$$

[illegible]

EXAMPLES.

$$x^2 - 6x + 8 = 0.$$

[illegible]

$$2(x-1)(x-2)=0.$$

$$\frac{1}{y} + \frac{1}{x} = b$$

$$\left(x^{\frac{3}{4}} \sqrt{\left(\frac{x^{\frac{1}{2}}}{\sqrt[3]{x}} \right)^5} \right)^{\frac{3}{16}}$$

LIST OF LEGACIES AND CONTRIBUTIONS IN THE AMOUNT
OF THIRTY DOLLARS AND UPWARDS TO THE PENN-
SYLVANIA INSTITUTION FOR THE INSTRUCTION OF
THE BLIND.

The following list appears as Appendix No. VII to the Tenth Annual Report, being that for the year 1843.

Abbott, Timothy	\$100.00	Chorley, Henry	\$30.00
Allen, Solomon	30.00	Citizens of Chester Co.	
Alsop, Richard	300.00	(per W. Darlington)...	929.26
Armstrong, Susan	30.00	Citizens of Lancaster (per	
Ashhurst, Richard	100.00	Mr. Coleman)	226.00
Astley, Thomas	130.00	Citizens of Wilmington	
Baldwin, Stephen	30.00	and New Castle	837.11
Barton, J. Rhea, M.D. ...	30.00	C. J. (per Mr. Vaughan) .	50.00
Beck, Dr.	30.00	Coleman, Mrs. Ann	1,000.00
Beck, Paul	1,100.00	Coleman, Mrs.	50.00
Becket, Henry	130.00	Coleman, E.	2,033.00
Bell, Mrs. W. J.	100.00	Coleman, William	500.00
Biddle, Edward	30.00	Cook, John	100.00
Biddle, James	30.00	Cooke, Thomas	123.08
Biddle, Nicholas	130.00	Cope, Alfred	30.00
Biddle, Thomas	130.00	Cope, Caleb	100.00
Birch, William Young ...	1,600.00	Cope, Israel	50.00
Bird, Charles	30.00	Cope, Jasper	30.00
Bird, Thomas	30.00	Cope, Thomas	300.00
Birkey, W. J. A.	30.00	Coxe, Daniel	30.00
Blight, Charles	30.00	Cromley, Samuel	100.00
Blight, George	30.00	Dawson, Josiah	30.00
Bohlen, John	130.00	Deweese, William P., M.D.	30.00
Boyd, William	30.00	Dickson, J.	200.00
Breck, Samuel	30.00	Downing, H.	30.00
Brewer, M.	30.00	Drayton, Col. William ...	300.00
Brown, Hanson & Co. ...	50.00	Drayton, Col. William ...	30.00
Brown, James	30.00	Dundas, James	50.00
Brown, James D.	780.00	Dugan, Joseph	30.00
Brown, John A.	2,100.00	Dulles, J. Heatly	100.00
Brown, M., Jr.	30.00	Dunn, Nathan	1,880.00
Brown, Mrs. S. B.	30.00	Du Ponceau, P. S.	130.00
Brown, William	130.00	Du Pont, C. J.	30.00
Bunting, J. F.	30.00	Duval, James S.	150.00
Burd, Edward	100.00	Earp, Thomas	30.00
Burd, Edward S.	100.00	Earp & Brothers	100.00
Butler, Miss	200.00	Elliott, Isaac	32.20
Butler, John	30.00	Elwyn, Alfred	30.00
Butler, Mrs. Pierce	40.00	Estlack, Thomas	30.00
Butler, Pierce	253.00	Evans, Charles D.	30.00
Butler, Thomas	130.00	Eyre & Massey	100.00
Cabot, F.	30.00	Farnum, J.	100.00
C. D. (per Mr. Vaughan)	100.00	Fassitt, Thomas	30.00
Cadwalader, T.	30.00	Fellowes, C.	50.00
Carera, Madame	100.00	Ferguson, Alexander ...	30.00
Carey, Lea & Co.	100.00	Fisher, Eliza	30.00
Carey, Matthew	50.00	Fisher, Mrs. E. P.	50.00
Cash, A. D.	50.00	Fisher, James C.	100.00
Chancellor, Wharton ...	530.00	Fisher, J. Francis	130.00
Chauncey, Charles	100.00	Fisher, Thomas	30.00
Chauncey, Elihu	130.00	Fisher, Mrs. S. W.	30.00

Fleming, Robert	\$30.00	Lex, Mary A.	\$30.00
Fleming, Thomas	130.00	Lippincott, Joshua	50.00
Folwell, W.	50.00	Lippincott, Richards & Co.	200.00
Foster, William	50.00	Markoe, J.	30.00
Fotterall, S. E.	30.00	Maxwell, Robert	330.00
Fotterall, S. G.	30.00	McAllister, John	30.00
Fox, Charles P.	30.00	McAlpin, J. B.	30.00
Fraley, John U.	130.00	McIlvaine, Joseph B.	30.00
Friedlander, Julius R.	100.00	McIlvaine, William	30.00
Friend (per J. U. Fraley)	50.00	Meigs, C. D., M.D.	130.00
Fryer, William	30.00	Meredith, William	30.00
Gaskell, Thomas Penn.	100.00	Merrick, John	50.00
Gibson, William, M.D.	30.00	Miller, Abraham	230.00
Glee Association, Phila. ..	145.70	Miller, W. J.	30.00
Godley, Jesse	30.00	Mitchell, J. K., M.D.	30.00
Graff, Charles	30.00	Mitchell, Thomas	30.00
Graff, Mrs. Charles	50.00	Mitchell, M. W., M.D.	30.00
Graff, Frederick	100.00	Morgan, Benjamin R.	30.00
Grant, Samuel	100.00	Morris, S. P.	45.00
Guest, Anna	100.00	Morrison, Mrs. W.	30.00
Guest, Anna (legacy)	500.00	Moses, J. M.	30.00
Hallowell & Ashbridge.	30.00	Moses, J. M. (donation by) ..	38.65
Hamilton, Miss	30.00	Moss, John	50.00
Handy, George	230.00	Moss, Samuel	30.00
Hare, Robert, M.D.	30.00	Mutual Fund (per J. E. Erwin)	63.93
Harrison, George	530.00	Needles, E.	30.00
Hart, Abraham	30.00	Neff, John R.	30.00
Hartshorne, Joseph, M.D.	30.00	Newkirk, Matthew	105.00
Haslam, John	50.00	Oakford, R.	30.00
Haven, T. Albert	30.00	Oliver, Joseph	50.00
Hazeltine, John	100.00	Parke, H.	100.00
Hembel, William	30.00	Pepper, George	530.00
Hemphill, Joseph	30.00	Peters, Richard	30.00
Henry, Alexander	200.00	Phillips, J.	50.00
Henry, John S.	30.00	Platt, William	50.00
Hogan & Thompson.	30.00	Powell, John Hare	30.00
Hollingsworth, L. E.	100.00	Pratt, H.	50.00
Humphreys, M.	100.00	Price, Lydia W.	30.00
Hunter, Joseph	130.00	Price, Joseph	100.00
Huzham, Miss	70.00	Price, R.	380.00
Hyde, William	30.00	Ralston, A. G.	50.00
Ingersoll, Joseph R.	30.00	Ralston, George	100.00
Jackson, Riddle & Co.	100.00	Ralston, Gerard	30.00
Jackson, Washington	30.00	Ralston, Robert	150.00
Jaudon, S.	30.00	Richards, Benjamin W.	30.00
Johnson, A.	30.00	Richards, Samuel	80.00
Johnson, Lawrence	30.00	Richards, Thomas S.	30.00
Johnson, Moses	30.00	Ridgway, Jacob	50.00
Jones, Samuel W.	30.00	Roberts, Miss E. F.	50.00
Keating, William H.	30.00	Roberts, Rachel H.	40.00
Kingston, Stephen	30.00	Robertson, James S.	100.00
Kohne, Mrs. F.	30.00	Rockhill, T. C., & Co.	300.00
Kugler, Dr. Benjamin.	30.00	Rogers, Evans	30.00
Kuhl, Henry	30.00	Ross, James	30.00
Kuhn, Hartman	600.00	Rotch, Thomas	30.00
Laguerenne, P. L.	30.00	Rustic Assembly	35.00
Latimer, John R.	30.00	Sampson, B.	30.00
Lewis, Lawrence	50.00	Sargeant, Mrs. Mary	30.00
Lewis, R. M.	50.00	Savage, John	30.00
Lewis, W. D.	30.00	Schively, W.	30.00
Lex, Mrs. E.	30.00	Schrack, C.	30.00
Lex, Miss E.	30.00		

Schott, James	\$30.00	Tingley, Clement	\$30.00
Seybert, Henry	50.00	Tunis, Mrs. E. P.	50.00
Shober, Samuel L.	30.00	Vanderkemp, John J.	80.00
Short, William	130.00	Vaughan, John	350.00
Sill, Joseph	30.00	Vaux, Roberts	30.00
Siter, John	200.00	Vezin, Charles	30.00
Skirving, John	30.00	Wagner & Brother	100.00
Small, R. H.	30.00	Wagner, Tobias	50.00
Smith, C. W.	30.00	Walker, Lewis	100.00
Smith, Jacob R.	30.00	Waln, Jacob S.	50.00
Smith, J. Brown	30.00	Waln, Lewis	100.00
Smith, Samuel F.	30.00	Wampole, J.	44.00
Snider, Jacob	30.00	Warder, Benjamin H. ...	30.00
Snider, Jacob, Jr.	30.00	Warder, John H.	30.00
Spencer, J. J.	30.00	Watson, Charles C.	150.00
Stewart, T. S. C.	30.00	Watson, Joseph	30.00
Stillé, John	30.00	Wetherill, Charles	130.00
Stone, Dexter	30.00	Wetherill, John Price ...	50.00
Stott, Eliza	180.00	Wetherill, Rachel	30.00
Struthers, John	30.00	Whitall, S. M.	30.00
Swaim, William	30.00	White, Ambrose	30.00
Swift, John	30.00	White, Henry	30.00
Sykes, Mrs. R. W.	200.00	Williams, W. J.	487.50
Sykes, R. W.	100.00	Willing, Mrs. R. H.	50.00
Symington, Alexander ...	130.00	Willing, Richard	30.00
Taylor, Charles	50.00	Wistar, Bartholomew ...	200.00
Taylor, Charles	50.00	Wolf, George (Gov.) ...	30.00
Taylor, James	30.00	Wood, J.	100.00
Taylor, Knowles	1,000.00	Wurts, Charles S.	50.00
Thomas, Abel C.	40.00	Yarnall, B. H.	30.00
Thomas, George	30.00		

The following is a list of Legacies and Contributions made subsequent to 1843.

1837 William Young Birch..	*\$110,304.62	1843 Dr. Pierre Antoine Blenon*	\$1,720.00
1844 Edward Peace, M.D. ..	30.00	1847 William Wallace Cook. *	524,145.42
1847 John Price	1,000.00	1847 W. H. Dillingham	30.00
1848 William R. Lejee.....	30.00	1848 Edward S. Whelan	30.00
1849 Richard Ronaldson ...	500.00	1849 Elizabeth Huxham	94.50
1849 Israel Morris	100.00	1849 John Notman	30.00
1850 John Bohlen	95.00	1851 E. D. Stott	1,048.80
1851 Ann McDonald	285.00	1851 Thomas P. Cope	500.00
1851 James Bayard, Esq. ...	100.00	1852 Thomas C. James	30.00
1852 Morris Patterson	30.00	1852 James C. Booth	30.00
1853 Samuel C. Morton	30.00	1853 Thomas H. White	30.00
1854 William H. Drayton ..	*280.00	1855 Jacob G. Morris	500.00
1855 Enoch Rittenhouse	950.00	1855 J. S. Wiegand	30.00
1855 Napoleon B. Kneass...	30.00	1856 Robert M. Lewis	*290.00
1856 Jasper Cope	500.00	1857 Jay Cooke	100.00
1858 Abraham Miller	*963.50	1858 Sarah Stillé	400.00
1859 Alexander Stewart	100.00	1860 Archbald Stewart	*200.00
1862 John Wright	8,375.00	1863 Hon. Samuel Breck....	902.45
1863 Lawrence Johnson	1,098.36	1864 Hannah Parke	500.00
1864 Mary Ewing	100.00	1864 Paul Beck	100.00
1865 Josiah Dawson	1,000.00	1865 Maria B. Lentz	90.00
1865 William Duane	30.00	1865 Thomas Trower	*31,230.36
1867 Daniel Grim	446.50	1867 John Wiegand	30.00
1869 Ann Hertzog	3,126.44	1869 Jane McCarthy	890.00
1869 J. H. Hutchinson	30.00	1869 Alexander J. Derbyshire	50.00
1869 William Miller	30.00	1869 Alfred D. Jessup	30.00
1869 J. Sergeant Price	30.00	1869 ——— Lewis	30.00
1870 Sarah Phipps	1,000.00	1870 Henry Weibel	1,035.00
1870 John Cadwalader, Jr. ..	30.00	1871 Martha Notman	950.00
1872 Charles S. Coxé	100.00	1872 Jonathan Tyson	81.41
1872 Nathan Barrett	95.00	1872 Richard J. Dobbins ...	100.00
1872 William W. Justice ...	100.00	1872 Edward Coles	30.00
1873 Jesse George	*3,500.00	1873 Isabella B. Truman	950.00
1874 Stacy B. Barcroft	2,244.00	1875 James Pleasants	95.00
1876 Sarah A. Laussat-Jennings	1,140.00	1876 Henry I. Stout	3,500.00
1876 Richard D. Work	50.00	1876 Nathan Sharpless	30.00
1877 Catharine Nixon	470.00	1878 Pennell Smith	1,000.00
1879 Eliza Hutchinson	*72.13	1879 Mrs. Voltz	50.00
1880 Eliza Harland	414.61	1880 Joseph Watson Hibb ..	855.00
1880 Mary Shields	*195,148.46	1880 Alfred C. Harrison	1,000.00
1881 E. Claxton	300.00	1882 John A. Jones	5,000.00
1882 George W. Thorn	83.34	1883 William Miller	285.00
1883 Mary Ann Grier	475.00	1884 William M. Meigs	30.00
1884 Arthur V. Meigs, M.D. ..	30.00	1884 Rev. Alfred L. Elwyn ..	30.00
1886 William McCann	1,737.73	1886 Unknown Person	130.00
1887 Dr. Lawrence S. Pepper	2,500.00	1887 Casper Heft	500.00
1888 Mary Rebecca Dailey Smith	1,201.49	1888 Henry Seybert	2,000.00
1888 John M. George	2,000.00	1888 Joshua C. Lawrence ...	285.00
1888 Esther B. Sterner	5,000.00	1888 John A. Dugan	4,750.00
1889 Harriet H. Erwin	1,000.00	1889 Harriet C. Flickwir ...	5,000.00
1889 William B. Smith	95.00	1890 George D. Rosengarten	1,000.00
1890 Thomas Drake	5,000.00	1891 George S. Pepper	*8,162.50
1891 W. R. Lejee	*2,505.50	1892 Alfred Bamber	2,000.00
1892 Elizabeth Schaffer	10,000.00	1892 Samuel W. Brown	300.00
1892 "Unknown"	190.32	1894 Charles B. Birmingham	570.00
1894 Susannah Masson	1,000.00	1894 Charles Wistar	5,000.00
1895 Edward Strickland	500.00	1897 A. W. Butler	5,432.67
1898 "Unknown Friend" ...	2,000.00	1899 Stephen Taylor	738.74

1899 J. Dundas Lippincott...	\$5,000.00	1900 Leonard R. Hayes....	\$1,000.00
1902 Harriet S. Benson.....	5,000.00	1903 Catharine H. Raco....	98.83
1903 John Kay	1,000.00	1904 William Neubauer	506.19
1904 Hiram Brooke	2,000.00	1904 Sophia G. Coxé.....	*13,000.00
1907 Joseph Lapsley Wilson.	30.00	1908 William Warner	*2,327.03
1909 William M. Farr.....	10,000.00	1909 A. Buchanan	147.89
1910 Ann Kerr	1,000.00	1910 Margaret S. Roberts...	1,752.78
1910 Thomas Nelson Page..	50.00	1910 Ann P. Biddle.....	950.00
1913 J. Johnson Beans.....	100.00	1914 William C. Gilmore....	508.16

* Gifts aggregating this total have been received by the Institution at various times, but for the convenience of this record the total received is given in one single entry.

GENERAL INFORMATION

The Institution is located at Sixty-fourth and Malvern Avenue, Overbrook. Overbrook is within the limits of Philadelphia, and may be reached from the heart of the city either by street car, or by railroad from Broad Street Station.

The name—Institution for Instruction—tells the story of its purpose. The Institution is a school, and its pupils are school boys and school girls who happen to be blind, or to have very defective eyesight. It is not a State Institution, though it receives pupils whose expenses are partially met by the state. It is supported largely by bequests and the interest on invested endowment funds.

The states of New Jersey and Delaware, having no schools for the blind, send their pupils to schools in adjacent states; a liberal number come to our school.

The charge for those able to pay tuition is \$350 for the school year.

The management does not fix age limits below or above which it will not receive pupils. But it generally prefers not to admit an applicant too young to dress or care for himself, or too old to be amenable to the discipline of schools adapted to youth. Candidates for admittance must be young, capable of education, and of good moral character.

The Institution does not supply clothing; and in no instance will it assume the permanent care of anyone. Its character of school must be preserved at all hazards; and it declines to undertake anything which will interfere with its proper and legitimate function.

As a boarding school the Institution undertakes to give its pupils for forty weeks in the year wholesome and stimulating environment. Just as much care and attention is given to the pupils when out of class as when in class.

The Institution aims to train as well as to teach; and, to further these ends its new buildings have been arranged on the cottage plan, each pupil having his home and his house-

mother. Only children of kindergarten age are assigned to the kindergarten cottage, and the older pupils cannot mingle with them.

The course of instruction aims to be thorough and broad. It embraces the branches usually taught in the public schools, and many that are not generally taught there, such as typewriting, industrial and household pursuits, instrumental and vocal music, and piano-forte tuning.

Special attention is paid to physical exercises both in the open air and in the gymnasium, and attendance upon these exercises is compulsory.

The Institution is non-sectarian. Its pupils are required to attend the church their parents may select.

Pupils are required to write regularly to their parents or friends.

There is no school on Saturday afternoon, and at that time pupils are allowed to receive visitors.

Persons desiring to visit the school are cordially invited to do so.

The school has maintained since May, 1910, a Sales-room and Exchange at 204 South Thirteenth Street, Philadelphia, where orders are taken for piano tuning, chair caning, weaving of rag rugs and carpets, brooms, and knitted, crocheted and other generally useful articles. Here too are displayed various articles made by the blind.

OLIN H. BURRITT,
Principal.



SOME FINISHED PRODUCTS IN WOOD—THE WORK OF BOYS OF SEVERAL GRADES

APPENDIX

WHAT THE NATIONAL GOVERNMENT IS
DOING FOR THE BLIND AND WHAT
MORE IT OUGHT TO DO.

TENDENCIES IN WORK FOR THE BLIND IN
AMERICA IN THE TWENTIETH CENTURY.

By O. H. BURRITT, Principal.



WHAT THE NATIONAL GOVERNMENT IS DOING
FOR THE BLIND AND WHAT MORE
IT OUGHT TO DO.*

By O. H. BURRITT,

Principal of the Pennsylvania Institution for the Instruction of the
Blind, Overbrook, Philadelphia, Pa.

Twenty-one years of agitation, chiefly by the educators of the blind, resulted in the passage by the Forty-fifth Congress and the approval on March 3rd, 1879, of "An Act to Promote the Education of the Blind." The salient features of this Act are these:

The setting aside of \$250,000.00 "as a perpetual fund for the purpose of *aiding the Education of the Blind* in the United States of America, through the American Printing House for the Blind," this fund to be invested by the Secretary of the Treasury of the United States, "in United States interest-bearing bonds, bearing interest at four per cent."

It is directed that this interest shall be paid over semi-annually to the Trustees of the American Printing House for the Blind, located in Louisville, Ky., upon the following conditions:

1. That "the income . . . shall be expended by the Trustees of the American Printing House each year in manufacturing and furnishing embossed books for the blind and tangible apparatus for their instruction," which shall "each year be distributed among all the public institutions *for the education of the blind* in the States and Territories of the United States and the District of Columbia," . . . "The basis of such distribution shall be the total number of pupils in all the public institutions for the education of the blind" . . . "and each institution shall receive, in books and apparatus, that portion of the total income of said bonds . . . as is shown by the ratio between the number of pupils in that institution *for the education of the blind* and the

* A paper read at the Washington Conference of Workers for the Blind, Thursday evening, April 16th, 1914.

total number of pupils in all the public institutions *for the education of the blind.*"

2. That "no part of the income . . . shall be expended in the erection or leasing of buildings."

3. That "no profit shall be put on any books or tangible apparatus for the instruction of the blind manufactured or furnished by the Trustees of the said American Printing House for the Blind, and the price put upon each article . . . shall only be its actual cost."

4. And that "The Superintendents of the various public *institutions* for the education of the blind in the United States shall each, *ex-officio*, be a member of the Board of Trustees of the American Printing House for the Blind . . ."

This act was modified by the passage of an act, which in due course became a law June 25th, 1906, providing "that the sum of \$250,000 heretofore invested in United States registered four per centum bonds, . . . be set aside and credited on the books of the Treasury Department as a perpetual trust fund; and the sum of ten thousand dollars be . . . appropriated . . . and such appropriation shall be deemed a perpetual annual appropriation . . ."

In accordance with the provisions of this law the institutions for the education of the blind in the United States have been the recipients of their proportionate share of embossed books and tangible apparatus provided by this annual subsidy by the United States government for the past thirty-five years, a grand total of \$350,000.00.

To those who do not know how expensive a process it is to provide embossed books for the blind, this seems a very generous provision; and it has been indeed a great boon to those who must read with their fingers. As the act became a law March 3rd, 1879, the first full year for its operation was from July 1st, 1879, to June 30th, 1880. During the preceding year there were enrolled in the twenty-nine Institutions for the Education of the Blind in the twenty-eight states in which these schools had been established (New York State having two schools) 2,180 pupils. Using this as our divisor and our congressional subsidy of \$10,000.00

as our dividend, gives us \$4.587+ per pupil, available in 1880 for the purchase of embossed books. For that year the Oregon and South Carolina Schools had the smallest enrolment, each enrolling 11 pupils; the largest school was then the New York City school which had an enrolment of 228 pupils. At this per capita rate of \$4.59 these schools with 11 pupils were entitled in 1880 to books and apparatus from the government subsidy to the amount of \$50.46 each; the New York City school was, with its 228 pupils, the beneficiary of the fund to the amount of \$1,045.87. By 1913, the 2,180 pupils had increased to 5,058, approximately 2½ times the number enrolled in 1880; while the per capita of \$4.587 had decreased to \$1.977+, approximately two-fifths of the per capita in 1880: yet there has been no increase in the appropriation. The ninth report of the Printing House, that for the year 1876—three years before the first grant of the subsidy by the National Government—contained a complete list of books available through the Printing House, 43 titles, occupying one page of printed matter: that for 1879, 81 titles, two pages; the forty-fifth report—that for the year ending June 30th, 1913—contains 2,058 titles, including music selections, and the list occupies 100 pages of printed matter.

Now an annual subsidy of \$10,000.00 seems to be a very liberal provision, but we need to consider how expensive books for the blind are and how comparatively few copies a school can purchase with its quota. David Copperfield in New York Point makes six large volumes which are listed at \$3.50 each, making the cost of a single copy \$21.00. In the same type Thackeray's *Henry Esmond* makes three large volumes which cost \$10.50 and *Lorna Doone* in five volumes can be presented to one of your blind friends at a cost of \$17.50. If a school is to be equipped with Montgomery's *History of England in American Braille* for a class of ten pupils, each pupil to be provided with a book, it can be done for \$150.00; or a class of ten can be provided with Myer's *Outlines of General History* for \$213.50. It is readily seen that a school like our own—the Pennsylvania

School at Philadelphia, which is one of the six largest schools in the country—can purchase comparatively few books at these prices with its quota of \$425.07 for the current school year—a quota which in 30 years has decreased from \$937.75 although the registration has remained practically unchanged.

In the earlier days of our work before machinery had been adapted to printing embossed literature, books were copied by hand. Many books have been produced by this method, and readers have been furnished with some of the best from our standard authors but, in my judgment, the day for such slow and antiquated methods has passed. For over twenty years a few of our girls, after they have left school, have been copying by hand books that were very much desired primarily for the use of the pupils of our own school; but those were the days when books were less plentiful and when the science of printing had not adapted the rotary press to the rapid multiplication of embossed literature, as is now done. Copying books by hand has always been an expensive method of producing literature for the fingers; time was when the expense was justified, but the reason for it no longer exists.

One or two illustrations will make clearer the point I am making. A school edition of *Uncle Tom's Cabin* has been written for our library by hand by one of our former pupils in uncontracted American Braille on an interlining slate upon paper 10 x 14 inches. Thus written it fills 880 sheets for each of which we paid the writer 5 cents, a total cost for the writing alone of \$44.00. This compensation is small enough when it is recalled that in making the first copy the writer without sight must either copy from a book that has been embossed in another type or have the story read to him by a sighted person word for word, sentence after sentence, page after page. To make the life of the hand-written book longer it should be shellacked, which means another handling of the entire 880 sheets; and this must be done by a person with sight. A rapid worker cannot shellac, lay out to dry and reassemble more than 125 sheets

an hour, which will require 7 hours' labor, which at 20 cents an hour, adds \$1.40 to the cost of writing. Now the books are ready for the binder, who charges us \$1.25 per volume for binding this size volume and, as these 880 sheets are bound in 12 volumes, we must add \$15.00 for binding.

Now let us see what our handwritten Uncle Tom's Cabin has cost us:

Writing by blind person with unpaid sighted assistance—the work of two people, one-half only being the work of a blind person (with the few exceptions indicated).....	\$44.00
Shellacking—the work of a sighted person.....	1.40
Binding, also the work of a sighted person.....	15.00
Cost of paper—22 lbs. at 5 cents.....	1.10
Total cost to place one complete hand-written copy on shelves of our embossed library.....	\$61.50

Because these books are so expensive and because they are less durable than books printed from embossed brass plates, we have confined their circulation to our school. And yet in spite of this precaution, our librarian informs me that the life of these books is very short, some of them beginning to give way after less than 20 readings. And then we must duplicate the original expense of \$61.50 to furnish our library with a duplicate copy.

Our printer estimates that the same book would have made 560 embossed plates permanent in form at an approximate cost of \$186.00; and from these plates can be printed any number of copies, the additional expense being the cost of paper and binding, which will be materially reduced, as a "machine made" copy will be bound in four volumes instead of twelve.

From what I have said it must be apparent that the great need of blind readers is more books but that all our efforts should be concentrated upon increasing the output of the embossed presses of the country.

One of the most practical ways for the government to do more for the blind would be to increase this annual subsidy; with the present registration in our schools, if the subsidy were doubled, we would still have less per capita than we were receiving thirty years ago: if the need for

this were fully explained to the appropriate committees of the National Congress, instead of an annual subsidy of \$10,000.00, I firmly believe that we could secure \$50,000.00, which is little enough considering the need and the resulting good.

Twenty-five years after the passage of the act granting a subsidy to the American Printing House for the Blind, the Government conferred another great boon upon its sightless citizens through the Department of the Postmaster General by extending in June, 1904, the franking privilege to embossed books sent by a library to a blind reader or by a reader returned to the library. Prior to this time books could be sent only by mail or by express and the cost was so great as to be practically prohibitive. John Halifax in Moon type makes 8 volumes. At the ordinary third-class rates, one cent for two ounces, it cost, prior to June, 1904, 38 cents to send each volume from a library to a reader and 38 cents to return it, 76 cents per volume for the circulation of a single volume, \$6.08 to send the entire eight volumes, one copy only, to a reader and return the same to the library. Had David Copperfield been available in the Moon Type prior to 1904 it would have cost a reader of that type \$17.48 for postage on the 23 volumes which make one complete copy of this popular Dickens' story. Under our more recent parcel post arrangements, these books could be circulated at some less expense to readers living within the radius of the nearer zones, but the cost would even then prevent many who most need the books from securing them; for it is oftentimes the blind who live in abject poverty who most need the boon of embossed books. In such circumstances every economic factor of the family is sorely needed "to keep the wolf from the door;" no member of such a family can spare the time from the daily toil to read to the sightless member of the family circle. What a boon the National Government has conferred upon all these! The cost to the Government to bring to the very door of the blind reader, even though he live in the most remote rural community, cannot be computed—books are put into mail bags with other second,

third and fourth class matter—the actual cost to the Government is not as great as the saving to the reader but the circulation of embossed books has grown apace since June, 1904, and this free transmission of embossed literature through the mails constitutes one of the most helpful things that the National Government has done for the blind of the country.

While the census of the blind has not been accurate, those who are blind in one eye only but who have perfectly good vision in the other eye being enumerated as “blind” and the “partially blind” being so elastic a term as to include alike those who have light perception only and those who have vision so slightly defective as for all practical purposes to be possessed of almost normal vision, still the work of the Census Bureau has been of material assistance to workers for the blind. It has been the starting point for the work of investigation of several State Commissions for the Blind and of other organizations, public and private, which have been seeking to find means for improving the condition of the blind. State Commissions, in Massachusetts, New York, New Jersey, Ohio and elsewhere have found the lists of blind people secured from the Census Bureau very helpful in locating those whom they wish to interview in their efforts to make more generally available the knowledge of the various enterprises in which blind persons are successfully engaged. Dr. Robert C. Moon, the late Secretary of the Pennsylvania Home Teaching Society and Free Circulating Library for the Blind—a society incorporated under the laws of Pennsylvania primarily to teach the blind to read in their homes—always secured a copy of the list for Pennsylvania at the earliest possible date and immediately started out the Home Teachers to find those of whom the Society had not previously known. When in 1903 the school in Philadelphia began its investigation with the three-fold purpose of locating blind children who were securing no training and urging upon their parents the supreme importance to their blind son or daughter of training and education at our school or elsewhere: of ascertaining how our graduates and former

pupils were getting on in the world—if they were failing, did the cause of their failure lie in themselves, or perchance in the lack of suitable training at the school; if they were succeeding what were the reasons for success: and of locating as many blind people as possible—the United States Census was our point of departure. This work of the Bureau should be continued and improved in every way possible; it too has been a distinct contribution by the National Government to the advancement of the cause of blind people in our country; for it has at least enabled us to secure more complete data with reference to the blind than would otherwise have been available.

The Government is rendering valuable service to our cause through the Reading-room for the Blind maintained by the Library of Congress. I am not now referring to the room as a quiet place, to which those who read with their fingers may repair to read their favorite authors. However valuable this may be, it is the least valuable service rendered by any library for the blind. Libraries for the blind are repositories for embossed books from which they are circulated to the readers very largely through the Post Office Department, as before explained. The most serviceable library for the blind has a minimum of reading-room space, a maximum of shelf-room well filled with embossed books, and every facility for easy and prompt circulation. Blind people who are earning their living are too busy to spend many hours a day in reading embossed books—many of these have told me so: and when night comes after a day of strenuous effort and the expenditure of nervous force that sighted people know nothing about, they are too tired to read; they want to be read to. Those who have more leisure to read are unable to get to the library without a guide, and guides are not often available. Think what it would mean to you, if you were unable to go anywhere except at the convenience of another! So *pari passu* with the increase of embossed literature should come increased facilities for easy and prompt circulation.

But while the Reading-room for the Blind maintained

by the Library of Congress is meeting whatever need there may be for a place in which the blind may read, its greatest service is undoubtedly its opportunity to aid in extending among sighted people the knowledge of what is being done for the blind of the United States. Are you aware that over 10,000 persons from all over the world visit this Reading-room every year? Here should be found a copy of every book or pamphlet that has been embossed in the United States and a creditable list of foreign publications; all kinds of apparatus and appliances used by the blind; in short the means for answering the many queries concerning the education, recreation, and employment of the blind. The Librarian of Congress favors the extension of this service; an increased appropriation by Congress for the enlargement of the work done through the Reading-room for the Blind will render service to the blind immeasurably greater than the slightly increased cost to the nation.

Our National Government has been liberal in its treatment of its blind citizens; no other has been more so. The lot of the blind of America is equal to that of the sightless of any other country—ininitely superior to that of those of most others. Few deprivations appeal more to the generous sentiments of mankind than the lack of sight; and I am confident that an appeal, properly presented to our Representatives in Congress, for increased opportunities for the blind along the lines suggested will not fall upon deaf ears.

TENDENCIES IN WORK FOR THE BLIND IN AMERICA IN THE TWENTIETH CENTURY.*

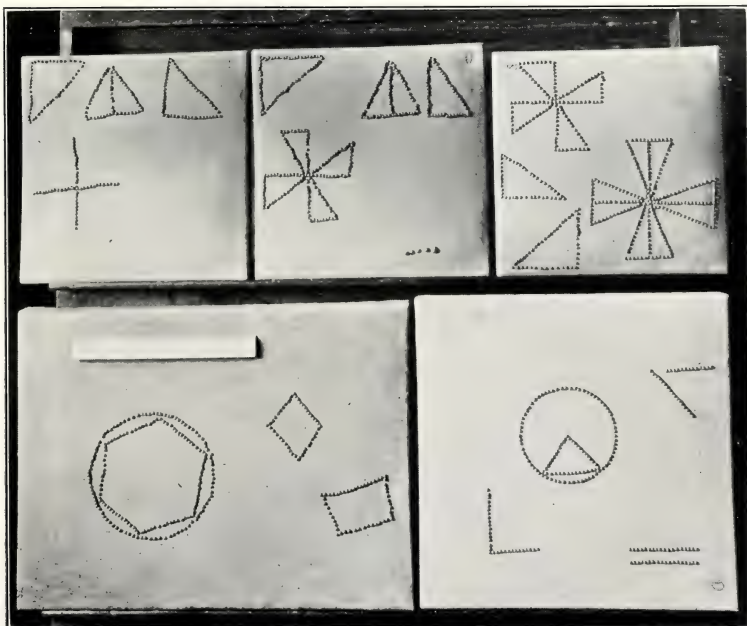
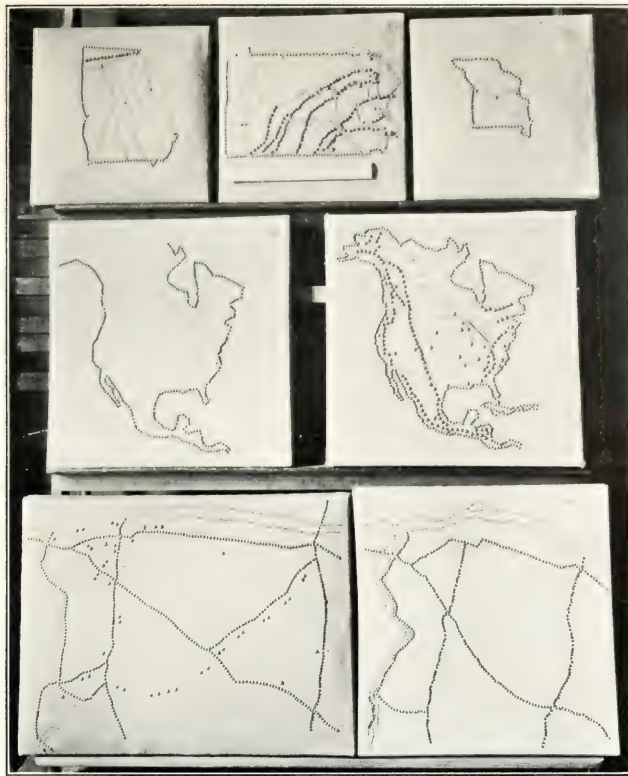
By O. H. BURRITT,

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To estimate fairly and record accurately movements among which one lives and of which he is a part is a difficult, if not impossible, task; I therefore crave your indulgence while I attempt to sketch to you what seem to me to be some of the "Tendencies in Work for the Blind in America in the Twentieth Century." I have endeavored to represent fairly the opinions of the recognized leaders in work for the blind in America as I have gathered those ideas from studying reports, visiting schools, homes, work-shops, from close association with the executive officers and workers of Commissions and Associations for the Blind, as Secretary of two New York State Commissions on the Blind; and from thirteen years' experience as Superintendent of two Schools for the Blind and of close association with educators of the blind and workers for them in every field.

The importance of efforts to prevent blindness has not been overlooked in America. For at least a quarter of a century we have had laws on the statute books of nearly half the states of the Union. The medical profession has emphasized the matter in their professional journals, in the meetings of their local societies and of their State and National Associations; instruction has been given in our medical schools and emphasized in clinics and dispensaries; but more recently the effort has been to put the facts into more popular form and to give them the widest possible publicity; State Commissions and Public and Private Associations have made it a part of their work to give the facts, however unpleasant or revolting, in such form that the lay reader can easily understand them; old laws have been improved, new and better laws have been placed upon the statute books: midwives and even physicians have been

*A paper read at the Fourth International Conference on the Blind, held in London, June 18th-24th, 1914.



FORM STUDY AND MAP DRAWING

By means of upholsterer's tacks and cushions—the work of the girls of our second, third and fourth grades.

prosecuted for failure to comply with the provisions of these laws; and the schools for the blind are recognizing their obligation to contribute, to the sum total of knowledge, the facts that can and are being very generally secured, recorded and published concerning the causes of blindness of their pupils. In order to make their data more uniform and therefore more generally serviceable, the American Association of Instructors of the Blind voted in 1910 to recommend to its membership the keeping of uniform records and in 1912 adopted a uniform record card. The older point of view among educators of the blind—that blindness is a calamity which it is the duty of charitable organizations and the State to do everything in their power to prevent but with which educators of the blind have nothing to do—has given way to the more modern and more humane view that blindness is so fearful a calamity that everything possible to prevent it must be done by everyone individually, and by any and every organization working for the blind; and that our schools for the blind have an exceptional opportunity to aid in this campaign to prevent unnecessary blindness.

But with this increased emphasis placed upon the prevention of blindness there is no decrease in the number of blind children in our schools for the blind; for in the school year 1912-1913 4,677 pupils were enrolled in residential schools and 367 in schools that have provision for educating the blind with the seeing, a total of over 5,000—the largest number enrolled in any year. This number does not include adults; for we have in nearly all our States separated the blind of school age, *i. e.* speaking broadly between five and twenty years of age, from the adult blind for whom we have other provisions in many of our States.

It is, however, impossible to say whether blindness is relatively on the increase or decrease. The recent rapid increase in organizations working for the blind has multiplied the channels for the diffusion of knowledge of the provisions for the education of the blind. The truth doubtless is that, as a result of greater publicity, a larger per-

centage of those of school age are in school. It is a significant fact that the stream of blindness resulting from ophthalmia neonatorum alone continues to flow to our schools with volume unabated—fifty-six (56) of one hundred and seventy-five (175) or 32 per cent. of the pupils who entered the school in Philadelphia between September, 1906, and June, 1912, being blind from this one cause.

That there is entire unanimity of opinion among educators of the blind that a blind child should enter school at an early age—there is substantial agreement that, under normal home conditions, this should be at about six years of age—is evidenced by the increased emphasis placed upon adequate provisions for pupils of kindergarten age. At least two schools have built separate buildings for kindergarten and primary pupils within the period under review. In 1910 the Western Pennsylvania Institution for the Blind at Pittsburgh opened a beautiful new building having a capacity for thirty pupils at a cost for building and equipment of \$65,000; and ten years of agitation and education of State authorities resulted in the opening in March, 1914, of a new kindergarten building at the New York State School for the Blind at Batavia, which cost upwards of \$60,000 for building and equipment. This leaves out of the account the kindergarten building at Overbrook with a capacity of thirty-six pupils erected in 1898 as a part of a larger contract at an estimated cost of \$35,000 and the recently completed kindergarten and primary department known as “the lower school,” of the reconstructed Perkins Institution at Watertown, a suburb of Boston.

I have mentioned only those schools that have erected special buildings for children of kindergarten age. I have not mentioned the many others that maintain kindergartens which are housed under the same roof as the older pupils: some of these schools have too few pupils to warrant a separate building for their kindergarten; others are engaged in the task of educating bodies of law makers to the point where they appreciate the necessity for such an addition to their equipment.

Four nurseries for blind babies have been erected in as many States where blind babies, who are orphans, half-orphans or from wretched homes, are cared for and trained until they are old enough to be transferred to the local school for the blind.

Within the past decade there has been considerable enrichment of the course of study by the addition of instruction in such commercial branches as commercial arithmetic, bookkeeping, commercial law, typewriting, salesmanship; by the provision of school gardens and instruction in gardening; at least seven schools are giving instruction in a simple way in poultry-keeping, the pupils of the Pittsburgh school, under the supervision of their teacher, erecting a first-class hen house. At least four schools have recently added to their tuning departments instruction in the tuning and simple repairing of piano players. Domestic science or home making in some form or other has been included for some time in the curricula of many of our schools; but an effort has been made recently to extend this instruction to include a greater variety of subjects. One institution has provided instruction in plain laundry work and has provided an old-fashioned wash-tub with pails to bring water from a not too distant tap, knowing that few of our girls come from homes provided with stationary laundry-tubs having hot and cold water taps directly over them, but that most of them come from homes where the movable wash-tub is a familiar sight and where water is carried from nearby cisterns or a more distant well. Instruction in simple cooking is being provided in several schools with practical daily experience in laying the table and preparing the dining-room for the next meal.

The idea that there should be a special college for the blind has never gained very general acceptance in America. One of our most experienced and successful superintendents has recently advocated such a college, but he has himself told me that he did so only because he has waited so long in vain for the National Government to make provision in some other way for the higher education of the blind that in

sheer despair he is advocating the establishment of the special college. But the consensus of opinion with reference to the higher education of the blind in America is that the comparatively small number of blind people who will profit by higher education in some form can be very well provided for at existing institutions for the higher education of those who see. There are advantages in some instances for our pupils if the school for the blind is located in a city having a diversity of institutions for advanced instruction which the pupils can attend as day pupils. They unconsciously learn much that is valuable to them as they travel to the university in the morning and return to the school at night, chief among the benefits being the ability to get about alone; and they can secure a reasonable amount of necessary assistance from the teachers at the school which they might otherwise find exceedingly difficult if not impossible to secure. On the other hand a young man or woman has certain advantages who is attending a college, university, school of music or other institution for advanced learning which is so situated as to require him to live away from the school which he has attended and away from his home—there is no better way for him to learn how to get on alone and how to live agreeably and acceptably among those who see. Instead of the special college, at least four States have provided a fund of \$300 a year to be expended in paying for a reader for the blind student pursuing a course of study at any institution for higher learning, and I look for the rapid extension of this method of aiding the higher education of the blind because it is probably the most easily and immediately attainable in all the States and fortunately likewise the most logical and most economical plan.

The three oldest schools for the blind in America—New York, Boston and Philadelphia—which were all begun about 1833, were started by private philanthropy and all three have substantial endowments with aid by their respective State governments. Beginning with Ohio in 1837 other States began providing, entirely at public expense, for the education of blind youth until today every State in the Union either

has its own State-supported school for the blind or defrays the expense of sending its blind pupils to a neighboring State. By a very natural process in the evolution of our State governments nearly all State-founded and maintained institutions for the several classes of defectives and delinquents became the victims of that curse of American politics—the spoils system—and to this general rule the schools for the blind were unfortunately no exception. I well remember when in 1901 I first considered entering the work for the blind how surprised I was to learn that superintendents of schools for the blind were too often politicians or worn out clergymen, with the saving grace of a few educators. But with the growth of public sentiment against appointments and removals for political purposes in public schools and in the various State-supported institutions has come a revulsion against the appointment of the superintendents, officers and teachers in our schools for the blind for any reason except that of unquestioned fitness for the work of educating blind children. We cannot yet say that no superintendents are appointed or removed for political reasons; but I am gratified to tell you that since 1900 there have been more educators—capable and progressive school men in the prime of life—appointed as superintendents of our schools than within any similar period in the history of the education of the blind in America.

The first systematic experiment in the United States of educating blind pupils in public school in conjunction with the seeing was begun in Chicago in 1900. The movement has spread rapidly and last year 367 blind pupils were enrolled in ten cities in six States. To show how rapidly this idea has spread in some populous centres it may be said that in New York City, where the work was inaugurated in 1909, there were enrolled in February, 1914, 155 pupils.

Briefly the method with us is as follows; a room in a public school conveniently located is placed in charge of a special teacher whose first business it is to teach her pupils to read and write a dot type as soon as possible. When the pupil can read and write with facility, the teacher, having

meanwhile ascertained his attainments in the other subjects of the curriculum learns to which school grade the pupil belongs. He enters at once those classes in which he can do the work—reading, spelling, arithmetic, language—in short all classes except those in which even teachers of the blind admit that blind pupils cannot work to advantage with seeing pupils, *e. g.* writing and drawing. The special teacher keeps in close touch with the grade teacher, copying from blackboard and book and either writing the matter for the pupil on the Braille writer or dictating it to him. In a word, the special teacher supplements the work of the grade teacher wherever necessary to enable the blind pupil to have somewhere near an equal chance with his seeing classmate. As the special teacher may have pupils from nearly every grade in school, ten has been found a convenient unit for one of these special classes.

This work is still in its experimental stage; it presents numerous problems; the provision of text books in embossed form; guides to and from school; supplying instruction in music, in certain handicrafts and trades; and adequate instruction in physical education. These needs are, however, being met by each community as far as can reasonably be expected, each in its own way. In some centers, as in Cleveland, the Board of Education is meeting the expense; in others, as in New York City, it is being met by a private Association, the New York Association for the Blind.

A few of our schools fortunately located send selected pupils who have mastered special apparatus for their education to a near-by high school, school of music, school of expression, college, or university for continuation studies. Occasionally after a pupil has had several years at a residential school for the blind and has thoroughly mastered the special apparatus necessary to facilitate his work among pupils who see, he is advised to attend the high school in his home town. No general rule can be laid down; each case must be determined after a careful study of the capabilities of the individual and the opportunities for him at his home or elsewhere among those who see. I would, however, urge



HAMMOCK MAKING AND WEAVING RAG CARPETS AND RUGS

a careful consideration of the possibilities for him at home that his parents may assume a part of the responsibility for his education and that he may retain some home ties and acquaintances of his childhood days.

Present methods will be modified in the light of experience, but only those educators hopelessly bound by tradition fail to see that some plan of educating some of our blind with seeing pupils is too sane and sensible to fail.

Within the period under review a somewhat distinctive work in connection with schools and associations for the blind known as "Field Work" done by a worker who has come to be known as a "Field Officer" has been originated where it had not before existed and greatly extended where it had previously existed. So far as I am aware this "Field Work" originated with our schools. The original purpose of the Field Officer was to travel through the territory from which a school drew its pupils, seek out those not in schools, set forth to parents the advantages to be had for their sightless child and urge them to see that he was enrolled in a school for the blind without further delay; for our compulsory educational laws are not generally applicable to the blind and deaf. And I must admit that where the school employs the right person as a Field Officer—a graduate of the school, who possesses the other necessary qualifications, among which faith in the school which has educated him and absolute loyalty to it are the first requisites, makes the ideal Field Officer—and follows the work up systematically and thoroughly, I must admit that such work is even more effective with us than a compulsory education law.

The distinctive development of "Field Work" within recent years is the effort to aid former pupils and graduates wherever necessary—and in most instances such aid is extremely desirable if not necessary—to be started promptly after leaving school. I regard this as vital to the most complete success of our work. The graduates of our schools go out with faith in themselves and in their ability to do their part of the world's work. But by reason of their inexperience and their limited opportunities, while within the

sheltering walls of a residential school, of learning how seeing people do things, they meet with rebuff after rebuff until they come to have less faith in themselves and almost none at all in those who see. At last thoroughly discouraged and disheartened they give up and, as "*Facilis est descensus in Averno*" only those who have comfortable homes and friends and strong characters resist the temptation to beg upon the streets of our more populous cities. If sympathetic guidance and wherever possible the actual securing of a position are afforded while the pupil is full of confidence in himself, there is far less danger that this period of discouragement will ensue.

At the risk of being a little tedious may I describe this work a little more in detail in one school which has employed a Field Officer continuously since 1903. When the pupil is about three-fourths through school, the superintendent and teachers meet for a kind of educational clinic in order to obtain accurate information concerning the pupil's capabilities that during the remainder of his course he may be developed to the highest possible point of efficiency along the lines of his individual capabilities. From this point on he has, using the language of the university, one major and several minors. During his last year in school, reports are made in writing by the teachers in the several departments, in which he has been receiving instruction. These reports are made in duplicate, one copy being filed in the Superintendent's office, the other with the Field Officer. Thus two or three years before the pupil graduates the superintendent, teachers and Field Officer have been considering his problem with him; the Field Officer's business is to do his utmost to aid in carrying out the plan that has been formulated for the pupil, and when he leaves school the pupil himself knows what he will endeavor to do. He knows, too, that the officers and teachers of his school expect him to succeed and this has a wonderful influence upon his attitude towards success.

But the work of the Field Officer is not confined solely to the pupil leaving school. His knowledge, gained through

several years of experience, is brought to bear upon the problem of the recently blinded adult in an effort to aid him in readjusting himself to his changed conditions.

The Field Officer spends much of his time in securing orders to be filled by blind workers; his effort being to secure remunerative employment for them in their own homes and communities wherever possible, reserving the institution for those for whom no other solution is possible.

I trust I have made it clear that the Field Officer is employed for the specific purposes above enumerated, thus relieving the superintendent of the detail which such work necessarily entails. The recent trend in American education towards vocational education and vocational guidance only strengthens our position in similar work for the blind. Please understand we do not guarantee positions: we do everything in our power to secure them and it is then the problem of the individual to make good in them. Similar work is done by schools, colleges and technical schools for those who see. If such assistance is considered necessary and desirable for those who see, how much more so for those who have the additional handicap of blindness!

Friends of the blind in two States, Massachusetts and New York, succeeded in securing in 1903 action by their respective legislatures providing for the appointment, by the Governors, of State Commissions to investigate the condition of their blind citizens with particular reference to the adult blind. The work of these two Commissions, including the publication of their reports, has given a remarkable impetus to work for the adult blind. Other States, notably New Jersey and Ohio, have permanent Commissions, and the temporary Commissions of Massachusetts and New York have been made permanent. The Massachusetts Association, a voluntary organization of those interested in the blind, was one of the first private organizations formed to aid the adult blind, and it was this organization that brought about the appointment of the first Massachusetts Commission. Since then private Associations, of which the New York Association is a conspicuous example, have been or-

ganized, whose purposes almost universally include the prevention of blindness and aiding the blind in every possible way, the principal aim being "to help the blind to help themselves" by aiding them in securing work. Earlier efforts for the adult blind of working age were almost universally along the line of establishing working or industrial homes and the adult blind owe much to these older institutions, but the almost universal feeling with us today is that workshops are far better than homes and the present trend is all in the direction of establishing workshops at convenient populous centers wherever the number of able-bodied blind people is sufficiently large to warrant it. Here we frankly admit we have much to learn from you but we are in entire accord with those of you who pay your workers by piece work, that here as elsewhere the blind may be accorded the same treatment as the seeing and that we may have every advantage of the incentive to work.

I believe that I represent fairly the opinions of a large majority of our educators and workers for the blind when I say that we have progressed further toward the goal of a uniform type for the blind of America during the nine years that have elapsed since the Saginaw (Mich.) Convention of 1905 than during any previous quarter of a century. So acrimonious had the discussions concerning the type question become at the biennial Conventions of the American Association of Instructors of the Blind—our National Association of the Educators of the Blind—that by common consent all type questions were omitted from the programs of the conventions of this organization—a situation similar to that which, I am informed, has obtained in Europe. Your differences are, however, problems within a single type while with us it has been a question of the comparative merits of two types, the New York Point and the American Braille. For more than twenty years the war for supremacy has been waged between these two types and the type problem in America is still unsolved.

But there was a small group of capable blind people who felt so keenly the injustice to the blind of a diversity

of types that their organization known as the American Blind People's Higher Education and General Improvement Association had appointed as early as 1900 the Tactile Print Investigating Commission to study the problem which had been, temporarily at least, tabooed by the National Association of Instructors. Because of the feeling that had been aroused among the educators of the blind on account of their differences on the type question, membership in the Association of Instructors had been greatly restricted, not more than three members with the power to vote being permitted from any one institution and these the president of the board of trustees, the superintendent of the school and one teacher delegate. The result was that while others might attend the Conventions and take part in the discussions, yet as they could not vote, they felt that they were excluded from free and full participation in the proceedings of the Convention. The American Blind People's Higher Education and General Improvement Association, feeling that its members were not fully welcome in the Convention of the Instructors of the Blind, quite naturally restricted its membership to blind people. But the judgment of the saner blind people prevailed and at Saginaw (Mich.) in 1905, the constitution of this organization was so amended as to admit to membership seeing as well as blind people and the American Association of Workers for the Blind was organized, the Tactile Print Investigating Commission became the Uniform Type Committee and with this new national organization admitting to its membership blind and seeing, educator of the young blind and worker for the adult blind, there was ushered in the dawn of a better day for those who must read with their fingers.

The Uniform Type Committee, composed of some of our most capable blind people, began its work of investigation to secure facts upon which to base conclusions. From 1905 to 1909 the Committee had only indifferent support from the great majority of the educators of the blind, who felt that this matter of types belonged peculiarly to them. But the Committee proceeding slowly and cautiously, firm

in the belief of the correctness of their position and the justice of their cause, took at each succeeding Convention of the Workers for the Blind a position in advance of that taken at the preceding Convention. While the data presented at Boston in 1907, at Columbus in 1909 and at Overbrook (Philadelphia) in 1911 was limited in amount (for during these six years the Committee had at its disposal less than \$200 with which to meet all expenses, including the publication of three reports), the work had been done so carefully and so thoroughly that subsequent investigations only strengthened the findings reported at these Conventions. Impelled by a remarkable faith in the justice of their cause and in the belief of its ultimate triumph the Committee came forward at Overbrook with a detailed statement of their financial needs and a pledge that the Committee of ten, all of whom were blind, would raise \$1,800, if the Convention would pledge \$1,200. Under the inspiring leadership of the Secretary of the Association, Mr. Charles F. F. Campbell, \$1,500 was raised on the floor of the Convention in twenty-five minutes, and with \$3,000 placed at its disposal for necessary expenses connected with its work of investigation another forward step was taken. When the Committee made its splendid report at the Jacksonville (Ill.) Convention last summer, it carried with it a large majority of the educators present; but when they asked the Convention for \$10,000 additional with which to complete the work, the magnitude of the request staggered the delegates. But the cause is just and thanks to the determination of the Committee and to the inspiring leadership of the chairman, Mr. Charles W. Holmes, the task of raising the necessary funds was begun in February, (1914) and with the able direction and assistance of the Chairman of the Finance Committee, Mr. M. C. Migel, of New York City, we now have in hand nearly \$7,500.

But great as was the need for funds with which to meet necessary expenses, the greatest advance of the Type Committee is the winning of the confidence and support of a large majority of the superintendents and educators of



BASKET MAKING



the blind. When we consider the bitterness that had been engendered in America over this question of types, this is a remarkable achievement. May I be pardoned if I again remind this audience how difficult is our task: for we must harmonize the ardent advocates of two systems quite distinct from each other and not the advocates of certain combinations within the same system.

We have not yet achieved all we expect and hope for, but we expect by the next Convention, which meets in 1915, at Berkeley, Cal., just across the bay from San Francisco, to have reached the goal of the basic elements of a uniform dot type for our American readers. All the investigations of the Committee point to the conclusion that the three-level line of the Braille system can be more accurately and more rapidly read than a two-level line but that the principles of frequency of recurrence and of variable spacing which originated with the New York Point possess such advantages that the uniform type of the future must avail itself of them. I hope that I am not too optimistic in believing that the year 1915 will see us very near the goal of uniformity for America. I am sure that I express the wish and the hope of a great majority of our profession in America who have at heart the problems of 100,000 blind people when I ask you to take steps to meet us half way in this matter that we may do our utmost toward realizing the ideal of a uniform type for the blind of the English-speaking world—yes, for all blind people throughout the world. Is this too much to ask? Will not this International Convention do the least that can be asked by appointing a Committee to confer with our Uniform Type Committee to see whether we cannot reach some common ground of agreement?

It is an interesting coincidence that the same year (1907) saw the founding of two magazines published in the interests of the blind, the Matilda Ziegler Magazine for the Blind—an embossed monthly magazine issued in two types in an edition of 8,000 copies, of which Mr. Walter G. Holmes is the editor, and "The Outlook for the Blind," a quarterly magazine in ordinary type for workers for the

blind with a circulation of 2,000 copies, which was established by Mr. Charles F. F. Campbell. The founding of both these magazines has been of great advantage to the blind. The blind readers look forward eagerly to the monthly visits of the embossed magazine and the educators and workers welcome the arrival each quarter of the "Outlook for the Blind." As distances in America are so great, visits among the superintendents and teachers of the various institutions are rare. The need is therefore all the greater for a medium through which ideas can be disseminated among those who are working in behalf of the blind. And this need the "Outlook" is meeting most acceptably. Mr. Campbell and his former wife, the late Mrs. Wilhelmina Campbell, and her sister, the present Mrs. Campbell, have rendered a distinct service to our work in America by the publication for some years of the only magazine of its kind in America. The publication of what has been done in one school has stimulated other schools to efforts along similar lines. We have come to feel that the "Outlook" is a necessity and we regard it as a very definite contribution to work for the blind in America by Mr. Campbell and his two capable and devoted helpers.

With reference to source of income our schools belong to one of two classes. A few of these—usually our oldest schools, not more than five or six—are supported by private endowment supplemented by State aid; the great majority are supported entirely by funds appropriated by their respective State legislatures. These appropriations vary from less than \$200 to over \$400 per pupil. The more usual method is to appropriate a lump sum based upon, but usually smaller than, the detailed estimates of the school's need made by the Boards of Managers and Superintendents. Some of our State-supported schools are greatly restricted in their activities because of insufficient funds; others are more generously treated; the entire matter depends wholly upon the attitude of the State towards education.

As an indication of the trend in the education of the young blind I cannot do better than describe three of our

most recently reconstructed school plants, viz.: the school at Overbrook, which is within the limits of the city of Philadelphia; the Maryland School at Overlea, a suburb of Baltimore, and the Perkins Institution at Watertown, a suburb of Boston. These three schools happen to belong to the first group mentioned, *i. e.* they are privately endowed, and their income is supplemented by public funds. As they are governed by boards of managers that are self-perpetuating bodies who are entirely free to manage their schools as they will, their reconstructed plants are the embodiment of the most advanced thought in the education of the blind in America. All three are located in rural or quasi-rural communities in close proximity to populous centers. All recognize the beneficial effects of abundance of light and fresh air; all have low and somewhat extended buildings for reasons of safety, and to avoid unnecessary climbing of stairs, and resultant noise and confusion. The Philadelphia and Boston schools are built for the entire separation of the sexes, boys and girls coming together only for daily prayers and for choir practice; the Baltimore (Maryland) school teaches boys and girls together in the same class rooms. The Philadelphia school, rebuilt in 1897-98, houses its pupils in a kindergarten building (where live thirty-six children, their teachers, two housemothers and the necessary help), and in six cottages—four with twenty-four, two with thirty pupils each—in which pupils are classified according to age and physical and mental development. Pupils eat in a common dining-room, one for each sex where they sit by families. The Philadelphia school, the first of the three to be reconstructed, is a combination of the cottage and congregate plans with a capacity for 192 pupils; site, plant and furnishings cost in 1898 slightly in excess of \$400,000—it could not be reproduced today for less than \$800,000. We recently purchased an additional three and one-half acres of land at a cost of \$55,000.

The Maryland school was reconstructed in 1911-1912 with a capacity for about 120 white and 60 colored pupils at

an approximate cost of \$100,000. There are at present four cottages for white, two for colored entirely detached; an administration building and a superintendent's house. Here the cottages are complete units with kitchen and dining-room where teachers and pupils eat together. Pupils are classified for living purposes as at the Philadelphia school, according to age and physical and mental development; but the plan specifically provides for the pupils to do more of the daily routine than was planned for at the Philadelphia (Overbrook) school.

A study of the latest plant to be reconstructed—that of the Perkins Institution for many years located at South Boston (Mass.), now at Watertown, a suburb of Boston—is interesting not only because as the latest it attempts to embody all the best features of five or six of our newest plants, but because the director, Mr. Edward E. Allen, after long experience in schools for the blind, availed himself not only of all the best thought in America but visited 66 institutions, societies and associations for the blind in Europe before beginning plans for the new plant. Besides he had only a few years before, directed the rebuilding of the school at Philadelphia and so pleased was he with this beautiful plant that he went to Boston in 1907 fully intending to reproduce there the Overbrook plant. The Spanish Mission style of architecture in the Philadelphia school, however, has been replaced at Boston by English architecture of the Tudor period. The plant has seven buildings, an administration building, four cottages for the boys, four for the girls of the upper school, each group built around a close, each cottage having a capacity for about twenty pupils: the lower school where there is separate provision for both housing and schooling 120 pupils of kindergarten and primary age; a power house, printing plant and quarters for the male employees; a small hospital; and the director's house. The special feature of this newest residential school for the blind is the provision for what Director Allen has aptly called "contributory effort" by the pupils, both boys and girls. For each cottage family in the upper school, numbering about

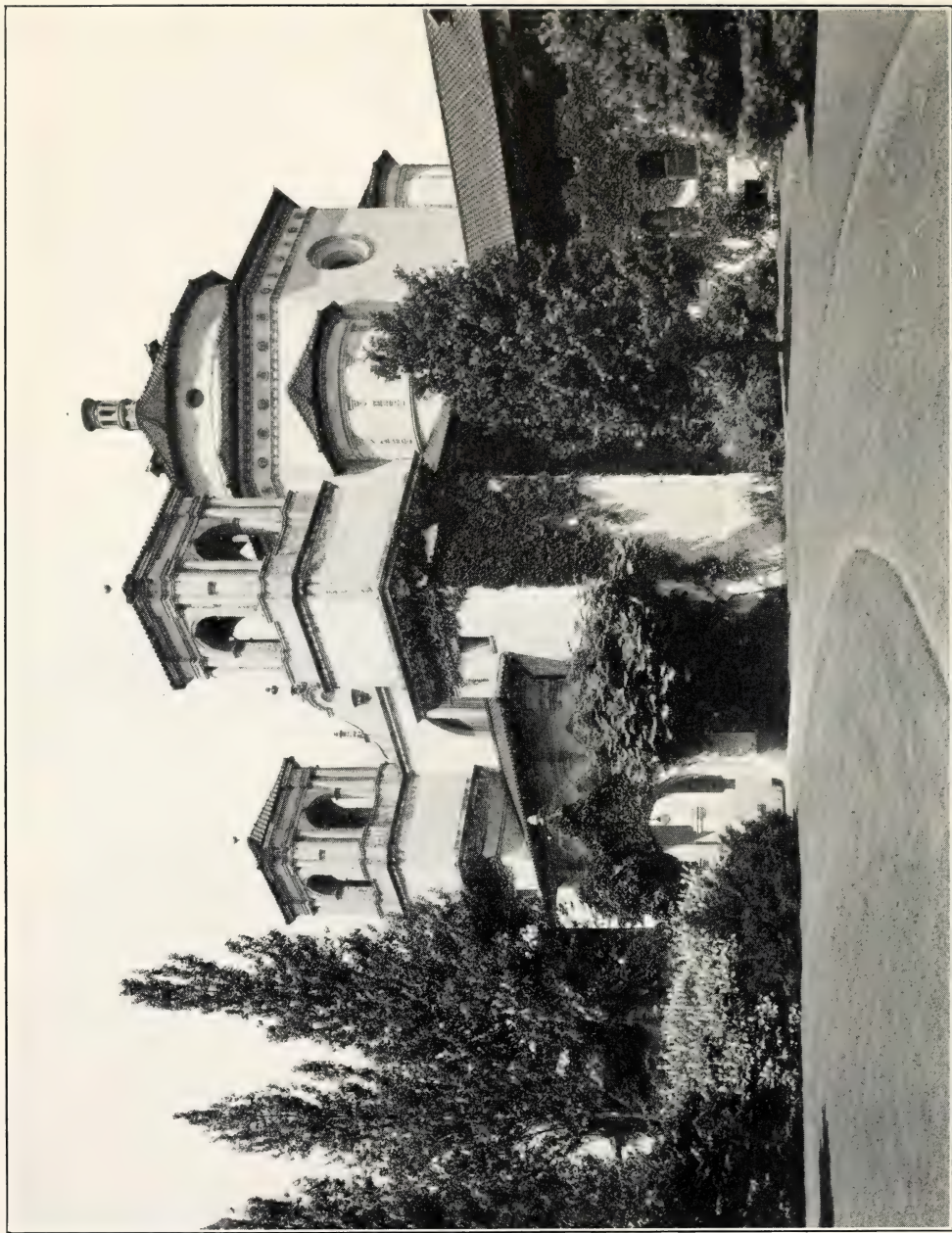
twenty-five, only one domestic—the cook—spends all her time in the cottage, the half-time of a second domestic being all that is required to keep the cottage in order. Boys and girls alike, lay the table, wash and dry the dishes, brush the crumbs from the floor, make their beds, dust the floors of their bed-rooms and of the halls and living rooms, the work being assigned according as a pupil is totally blind or is possessed of a little sight. The totally blind wash and dry the dishes, and make the beds; the partially blind brush the floors and dust the furniture, sight being not absolutely necessary but highly desirable for such work. These household duties are so assigned that pupils can perform the necessary work and prepare their lessons as well.

The purpose of all this "contributory effort" is to give the pupils the opportunity to realize in some small degree that education costs something; that nothing in this world worth the having is to be had without effort; and that, as the opportunities for blind people are somewhat limited and restricted, they should welcome every opportunity to do the small things that they may later be capable of greater achievements: for what is more true than this: "He that is faithful in little, is faithful also in much."

Director Allen does not claim originality for this scheme: it was begun in the girls' school in Dr. Howe's time and it has been in successful operation there for many years: Mr. Allen's contribution is the extension of the plan to the boys' school as well. I visited the school for three days late in May and I am enthusiastic about the plan, for in it I believe there are great possibilities. Boys and girls that go through school with such opportunities make men and women who can bring things to pass.

The twentieth century has brought a more general acceptance by American educators of the blind of the thought that the aim in the education of the blind is after all the development of the power to achieve self-support, an aim that experience has proven is entirely possible for the young man or woman without sight who is in other respects normal. The efficiency of all our schools must therefore be

judged, not by the amount of money expended or by the beauty of the plants, but by the capabilities of our graduates judged by the above standard—the ability of the blind person to take his place in the seeing world side by side with his brother man who sees.



FRONT TOWERS AND DOME AS SEEN FROM THE GIRLS' LAWN

EIGHTY-THIRD ANNUAL REPORT

OF THE

MANAGERS

OF THE

Pennsylvania Institution

FOR THE

Instruction of the Blind

PRESENTED TO THE ASSOCIATION

AT THE ANNUAL MEETING, DECEMBER 16, 1915

***Proceedings of the Eighty-Third Annual
Meeting of the Association.***

The stated annual meeting of the members of The Pennsylvania Institution for the Instruction of the Blind was held on Thursday, December 16th, 1915, at 5.30 P.M.

Judge J. Willis Martin was elected Chairman and Mr. Eli Kirk Price Secretary of the meeting.

The minutes of the last annual meeting were read and approved.

The annual reports of the Board of Managers and of the Principal were presented and on motion were referred to the incoming Board with the report of the Committee of Audit and Inspection to publish such portions of them as it might deem advisable.

Nominations of officers to serve for the ensuing year were made and on motion the Secretary was unanimously instructed to cast one ballot for those nominated. The Secretary reported that he had cast the ballot, as directed, and the Chairman declared the following persons duly elected:

OFFICERS OF THE INSTITUTION

Patron

HIS EXCELLENCY, GOVERNOR MARTIN G. BRUMBAUGH

President

JOHN CADWALADER (1870)*

Vice-Presidents

GEORGE H. FISHER (1876)
WILLIAM DRAYTON (1882)
ALFRED L. ELWYN (1884)
J. WILLIS MARTIN (1890)

Corresponding Secretary

ERNEST ZANTZINGER (1890)

Recording Secretary

ELI KIRK PRICE (1897)

Treasurer

JAMES CROSBY BROWN (1906)

Consulting Physician

CHARLES D. HART, M.D. (1912)

Consulting Surgeon

HENRY R. WHARTON, M.D. (1900)

Managers

Owen Wister	(1891)	Edward Hopkinson	(1910)
James P. Hutchinson, M.D.	(1894)	William Masters Camac	(1910)
John S. Newbold	(1899)	George W. Norris, M.D.	(1912)
Sydney G. Fisher	(1901)	George S. Robbins	(1912)
Geo. E. de Schweinitz, M.D.	(1905)	William H. Jefferys, M.D.	(1913)
Beauveau Borie, Jr.	(1905)	George M. Coates, M.D.	(1914)
Jos. Lapsley Wilson	(1907)		

*First elected a manager or an officer.

STANDING COMMITTEES

Finance

JOHN S. NEWBOLD	JOS. LAPSLEY WILSON
WILLIAM DRAYTON	EDWARD HOPKINSON
GEORGE S. ROBBINS	

Instruction

GEORGE H. FISHER	OWEN WISTER
WILLIAM DRAYTON	JAMES P. HUTCHINSON, M.D.
J. WILLIS MARTIN	SYDNEY G. FISHER
GEORGE E. DE SCHWEINITZ, M.D.	

Household

ERNEST ZANTZINGER	WILLIAM MASTERS CAMAC
BEAUVEAU BORIE, Jr.	GEORGE W. NORRIS, M.D.
JOS. LAPSLEY WILSON	GEORGE S. ROBBINS
WILLIAM H. JEFFERYS, M.D.	

Admission and Discharge

WILLIAM MASTERS CAMAC	EDWARD HOPKINSON
BEAUVEAU BORIE, Jr.	WILLIAM H. JEFFERYS, M.D.
GEORGE M. COATES, M.D.	

City Office

JOS. LAPSLEY WILSON	ERNEST ZANTZINGER
WILLIAM MASTERS CAMAC	

Ladies' Visiting Committee

MRS. JOHN CADWALADER	MRS. WILLIAM H. PATTERSON
MRS. EDWARD COLES	MRS. E. FLORENS RIVINUS
MRS. ELI KIRK PRICE	MRS. DAVID D. WOOD

OFFICERS OF THE HOUSE

Principal

OLIN H. BURRITT

Prefect

NEIL CROWLEY

LITERARY DEPARTMENT

Principal Instructors

ALBERT G. COWGILL

ELSIE G. HOWARD

Assistants

ELWOOD M. GOVAN

MABELLE R. GRIGG

PHILIP A. RANDLE

RAYMOND S. SHORTLIDGE

MAY D. SUMMERS

HARRIET E. TOTMAN

BERTHA N. WILCOX

SADIE E. BROWN

GRETA V. DAVIS

AMY K. HALFPENNY

ISABEL S. LONG

MARY QUINN

MARIAN L. SIMPSON

RAYMOND S. SHORTLIDGE, MAY D. SUMMERS, *Physical Culture*
JESSIE ROYER GREAVES, *Physical Expression and Declamation*

Assistants at the Kindergarten

MINNIE BUSH, *First Grade*

ANNIE K. HARTMAN, *Connecting Class*

ANNICE M. HUCKINS, *Kindergartner*

ANNIE G. McLAUGHLIN, *Principal's Assistant*

HELEN AUBRY, *Assistant in Principal's Office*

MUSIC DEPARTMENT

Principal Instructor

RUSSELL KING MILLER

Assistants

EMMA SUELKE-SHAW, *Voice*

OSCAR H. BILGRAM, *Piano and Harmony*

ELSIE E. BRUGGEMANN, *Piano*

MARY E. DAVISON, *Piano*

S. GERTRUDE REESS, *Music Reader*

JACOB BAUSCH, *Tuning and Class Singing*

MANUAL TRAINING AND WORK DEPARTMENT

EVERETT K. JENKINS, *Master of Handicraft*

JAMES HAMILTON, *Broom-work*

HERBERT HARTUNG, *Cane-seating, Reed, Raffia*

ELIZA M. ROSS, *Work Mistress and Teacher of Domestic Science*

EDITH MANNING, *Reed, Raffia, Knitting, Crocheting*

MABEL COLVIN, *Machine Sewing*

AMY K. HALFPENNY, *Cane-seating*

FIELD OFFICER

LIBORIO DELFINO

LIBRARY AND PRINTING OFFICE

SARAH STERLING, *Librarian and Proof Reader*

HERBERT HARTUNG, *Assistant to the Librarian*

OLIVER R. HEINZE, *Stereotyper and Printer*

NELLIE G. MCINTYRE, *Stereotyper and Proof Reader*

WILLIAM S. RUTLEDGE, *Stereotyper*

IDA E. PRICE, *Proof Reader*

JESSIE D. GUTZLAFF, *Proof Reader*

Matron

ELIZABETH C. LORIMER

Housemothers

<i>Girls</i>	<i>Senior</i>	<i>Boys</i>
MARY M. WEBER		MARY A. PALMER
	<i>Intermediate</i>	
EMMA G. ROBERTSON		MARY DEWEES
	<i>Primary</i>	
AMELIA K. GRIER		GERTRUDE RAWLINGS
	<i>Kindergarten</i>	
ANNA S. MACKNIGHT		ELIZABETH K. WEBER

Chief Engineer

JAMES A. PLATT

Attending Physicians

FRANCIS W. SINKLER, M.D.

WILLIAM DRAYTON, JR., M.D.

THOMAS B. HOLLOWAY, M.D., *Ophthalmologist*

WILLIAM PENN VAIL, M.D., *Laryngologist*

THOMAS W. BUCKINGHAM, D.D.S., *Dentist*

***Eighty-Third Annual Report of the Board of
Managers to the Corporators, to the State
Board of Charities, and to
the Legislators.***

In presenting the report of the Board of Managers on the condition of the Institution it is gratifying to state that the work has continued with constant improvement both in its results upon the pupils and in the capacity of the instructors to deal with the education and training of the Blind.

The loss of four more of our oldest and most loyal members of the staff of instructors and workers during the past year has created voids not easily filled. The Principal in his report has given a special notice of each of them. Their loss is especially felt by the President as they were almost the last of those remaining connected with the Institution as he recalls it when he entered the Board forty-five years ago. Following the great losses of Dr. Wood, Miss Dunning and Mr. McCall these deaths put an end to many valuable traditions. Their influence, however, will not die with them. The earnest work of Mr. Ervin and Mr. Hardman in their departments and the devoted loyalty of Mr. Williams to the Institution and the faithfulness of Celia were examples of the highest value to all with whom they came in contact.

While regretting these great losses, we have every reason to be gratified by the continued devotion of all the force in the literary and other departments. There seems to be a sympathy created by those associating with the blind which develops the finest qualities; and the thanks are due to this efficient corps from the Principal down to the instructors of all classes.

The Principal deals with the general facts connected with the Institution and his report should be read carefully. I confess that it is disappointing to find that a uniform type was not definitely determined upon at the meeting held at Berkeley, California, last summer.



The Herald



The Trumpeter

It is remarkable that so large an attendance was drawn to such a remote place and their conclusions if definite and final could have been of great advantage to the blind. It is high time that a uniform type in printing for the use of the blind should be adopted. It might have been better if the English Braille had been accepted as it meets so nearly the needs and renders the large number of publications now printed in that type at once available to all. The Principal, however, shows how nearly an agreement has been reached and the meeting next year at Halifax, N. S., when the Uniform Type Commission reports to the Association of Instructors of the Blind, it is hoped will conclude the work begun as far back as 1871.

The entertainments given by the pupils including the Mikado, Midsummer Night's Dream and the novelty of the Pageant show the wonderful facilities and broadening intelligence of the blind pupils under the constantly improved system of instruction which the very capable corps of teachers is now able to give.

It is proper in making the report of this parent Institution to refer to the valuable aid given to the blind by "The Industrial Home for Blind Women," "The Working Home for Blind Men" and by the latest, which it is believed some day will be one of the greatest benefit, "The Chapin Memorial Home for Aged Blind." All of these Institutions successfully co-operate in securing relief and comfort for this class of our fellow beings.

The "Exchange" on 13th Street under the indefatigable care of Mr. Delfino is accomplishing better results every year and is the means of bringing the public into closer touch with the needs of the blind and in showing their special value in many fields of work.

Respectfully submitted,

JOHN CADWALADER,
President.

Annual Report of the Principal to the Board of Managers.

GENTLEMEN :—

The past year has witnessed an unusual number of changes in the personnel of our staff. Between the opening of school in September, 1914, and its close in June, 1915, we lost by death five faithful employees. Three of these were teachers; and four of the five were blind.

The death of Mr. McCall in October, 1914, was referred to in my last report. The two other teachers were Mr. Ervin and Mr. Hardman; the other two, Mr. Williams and "Celia", were connected longer and more closely with the home life of the school than any of the others.

Eight years ago when I came to Overbrook, there were fifteen persons connected with the school in some capacity who had entered it as pupils or as employees during Mr. Chapin's principalship. Only six of these are still with us, eight having died and one having left after years of faithful service as a domestic. It is interesting and valuable as a matter of record to note who they were, when they came, what positions they held, and the length of time connected with the school.

Name	Date of entrance	Date of death	Years connected with school	Position held at time of death
David D. Wood	Oct. 21, 1843	Mar. 27, 1910	66½	Director of Music
Hannah Hogg	Jan. 7, 1853	Jan. 17, 1908	54½	Teacher of Caning, Girls' School
Michael Williams	Oct. 3, 1853	Apr. 6, 1915	61½	Monitor
Robert St. Clair	Dec. 7, 1863	Oct. 9, 1913	50	Supervisor of Music Practice
Thomas Ervin	Oct. 17, 1864	Apr. 4, 1915	50½	Teacher of Music
Lucina Walt	Oct. 30, 1866	Oct. 12, 1907	41	Teacher of Knitting and Crocheting
Millard Hardman	Sept. 10, 1886	Apr. 8, 1915	28½	Teacher of Weaving and Hammock Making

Mr. Ervin died at his home, 6151 Master Street, Philadelphia, on Easter Sunday, April 4, 1915,—by a strange coincidence the fifth Easter Sunday following the death of Mr. Wood with whom he had been associated for so many years.

Mr. Ervin was born May 2, 1851; lost his sight at thirteen years of age; entered school October 17, 1864, shortly after his loss of sight; and was discharged January 1, 1874. During two school years (1869-1871) he was "Resident Assistant", probably "resident pupil teacher" of music. He was appointed assistant teacher of music—practically the position he held at the time of his death—December 31, 1884. Upon the resignation in November, 1890, of John E. Righter, long time teacher of tuning, the duties of this position were assumed by Mr. Ervin, in addition to those of teacher of music, which he continued until a serious accident in December, 1906. Since then he had devoted his entire time to the teaching of music, coming to the school four days a week.

Mr. Ervin's success as an organist and teacher was the occasion of his appointment as assistant in the music department. After leaving the school in 1874 and for many years after his return as a teacher he was a successful church organist and those who knew him in his younger days remember him as a virile, forceful teacher. He accumulated a competence which he left to his family, and his name may justly be placed in the list of successful blind men.

So long had Michael Williams been connected with the Institution that it is almost impossible to disassociate his familiar figure from it. After a brief illness from pneumonia he passed away late in the afternoon of April 6, 1915, in the infirmary of the school with which he had been connected over sixty years. Two days later an appropriate funeral service was held in the auditorium of the school and, in accordance with his oft-expressed wish, he was buried in the Institution burial lot at North Laurel Hill Cemetery, next to William Schnabel who, though only a short time teacher of music in the early days of the school, so profoundly impressed his pupils that Mr. Wood attributed to him his earliest inspiration in musical study.

Mr. Williams was born July 12, 1835, and had he lived until his next birthday he would have been eighty years of age. Although he lost his sight in babyhood he did not

come to the school until October 3, 1853, when eighteen years of age; but from that date until his death the school was his home; and he never left it except for brief visits among his friends, the fellow-pupils of his boyhood days at "the old school". In November, 1862, he was admitted into the Home Department; in April, 1876, he was appointed "Resident Blind Assistant" and in 1888 "Monitor" which position he held at the time of his death.

To realize how completely the present was linked to the past in Mr. Williams one needs but read a few paragraphs from a memorial edition of the "Life and Works of James G. Blaine". *"Michael was admitted to the school in 1853," Blaine's biographer writes, "when Blaine had been there about a year. Williams was then a lad of eighteen, blind, a total stranger in the city and without friends. He was taken to the school by a railway employee. On arriving at the building he was met by Mr. Blaine in person who opened the door and was so kind and considerate that he immediately won his way to Michael's heart, and in turn gave him his confidence."

"A part of Mr. Blaine's duty as principal teacher was to ring the large bell to assemble and dismiss school. This duty was onerous, and one day he entered into a compact with Michael that in consideration of Michael's ringing the bell he would give him permission to go out of the grounds when he pleased. This was faithfully adhered to by both until Mr. Blaine left, and as a matter of fact Michael rings the bell *to this day!*" (This was in 1893 at the old school at Twentieth and Race Streets. Some time before the school was removed to its present—1915—site a program clock was installed which has since that time relieved Mr. Williams of this exacting duty.)

Mr. Blaine's greatest interest was in mathematics and Mr. Williams delighted to tell one incident that concerned himself and his instructor who afterwards became famous.

"In a public examination of the class Michael was called

* Memorial Edition, "Life and Work of James G. Blaine," by John Clark Ridpath, LL.D.; General Selden Conner, Ex-Governor of Maine and other eminent friends of Mr. Blaine; pages 56-58.

upon to state a simple proposition. This he failed to do properly. Mr. Blaine went around the class and returning to Michael again, asked him, with the same result. At the close of the examination Mr. Blaine met Michael and said, 'Michael, you have made an ass of yourself. Mrs. Blaine's history class comes tomorrow and if you don't answer creditably I'll score you!' Mrs. Blaine hearing this, took Michael that afternoon, and to save him from punishment, reviewed the ground that they had been over, with the result of a satisfactory examination, much to the gratification of all concerned."

"Mr. Blaine entered upon his duties September, 1852, and resigned November, 1854. He was head-master and Mrs. Blaine was his assistant. They had at that time one child, Stanwood. When Mrs. Blaine read to the pupils she would frequently put the little boy in Michael's lap, where he would curl up and go to sleep."

"Mr. Williams has left the following testimony in regard to his former instructor: 'Everybody loved Mr. Blaine and his wife. Both were always ready to do anything for our amusement in leisure hours and we had a great deal of fun, into which they entered heartily. I think that Mrs. Blaine read all of Dickens's works aloud to us; and Mr. Blaine used to make us all roar with laughter by reading out of a book entitled "Charcoal Sketches". In the evening he used to read aloud to both the boys and girls. Then we would wind up with a spelling bee. Sometimes Mr. Blaine would give out the words and sometimes one of the big boys would do it, while Mr. Blaine stood up among the boys. Then we would have great fun trying *to spell the teacher down.*'"

During his long life, although he received but a small salary, Mr. Williams saved and invested a modest sum which he left to be divided equally between the School and the Chapin Memorial Home for Aged Blind—a practical expression of his appreciation of what the school had been to him.

Mr. Williams was in many respects an unusual man.

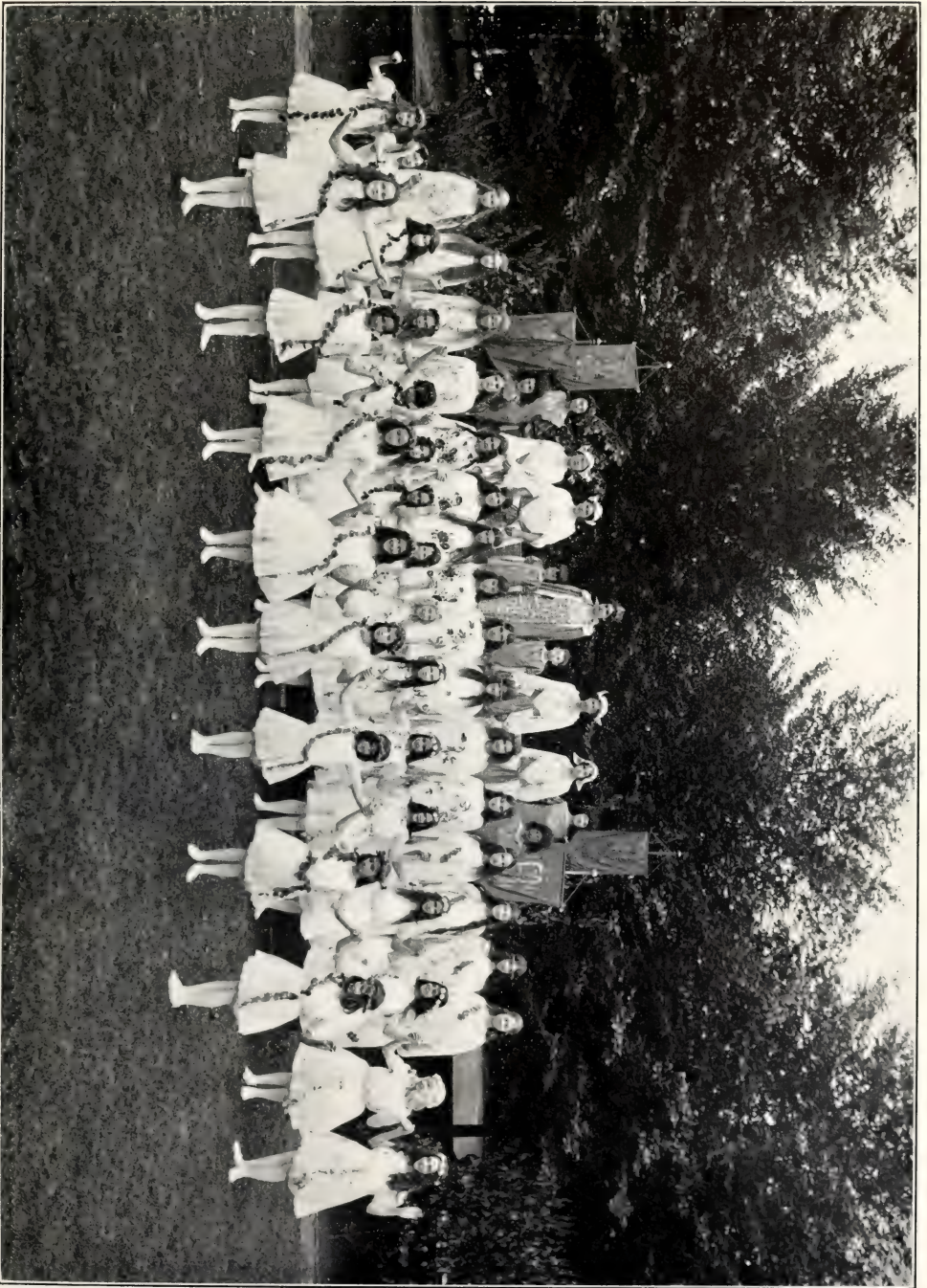
Possessed of a remarkable memory which did not seem to dim with advancing years, his mind was a veritable mine of information about former pupils, teachers and officers of the School. And his information was kept well up to date for he usually knew the whereabouts of former pupils even to their latest move. He was a model of neatness and order; whatever responsibility was given him, he bore with absolute faithfulness; he was loyal to the school and its management—all in all a successful blind man.

The very day of Mr. Williams's funeral, Millard Hardman, for some time our teacher of weaving, hammock-making and assistant in broom-making, died at the Presbyterian Hospital. Mr. Hardman was born July 11th, 1867; lost his sight at nine years of age; entered school in 1886 when nineteen years of age; and was "honorably discharged" in July, 1893. In 1891 he was appointed "Monitor" (a supervisor and director of the play of the younger boys of that day); in 1893 he was made teacher of chaircaning and in 1897 he was appointed to the position he held at the time of his death.

Whatever his position Mr. Hardman could be depended upon to do his duty. He was a loyal, straightforward, dependable teacher who was laying aside from his modest income something for the support of his old age—in this respect a blind man whose example is worthy to be followed.

With the passing of Mr. Ervin and Mr. Williams, Mr. Hamilton, our teacher of broom-making, is the only remaining male member of the corps of teachers and officers who have been connected with the school as teachers from Mr. Chapin's time until the present. Their names, together with that of Robert St. Clair, will always be connected with that of David D. Wood, each successful in his own way and according to his ability.

Another link with the past has been broken in the death of another faithful employee of many years, Celia Callen, familiarly known to everyone as "Celia" who died at St. Agnes' Hospital on May 1st, 1915. "Celia" came during Mr. Chapin's time and always rendered the school the best



HISTORICAL PAGEANT

The Flower Girls with the Queen of the Pageant, the Pages, the Standard Bearers and the Ladies-in-Waiting in the background

service of which she was capable. She was loyal and appreciative of the school with which she was connected for so many years.

The disposition which Mr. Williams made of his property is another illustration of the devotion of so many of our people to the school. Upon his death in 1913, Mr. St. Clair left his property in trust, the income to be applied to the support of the Chapin Home. When Miss Dunning disposed of her property by her will, she remembered the school with which she was so long connected, the Chapin Home, and the Pennsylvania Industrial Home for Blind Women. And Mr. Williams with peculiar fitness divided his savings between the school which had been his home for so many years and the Chapin Memorial Home for Aged Blind. I doubt whether such a record of unselfish devotion can be pointed to by another school for the blind anywhere.

But it in no way detracts from the devotion of these to add that in former years there have been others and there are now connected with the school those whose devotion to it is no less complete who will not, however, at their death remember in a financial way the school or any allied activity for the blind, because they have their own financial burdens and obligations that do not permit of a similar liberality on their part. Yet their work for our people is their greatest happiness and to it they are giving themselves without reserve. Seldom will one find such self-sacrifice and unselfish service for others as in our residential schools; and Overbrook has as large a percentage of these as any school of its kind.

The death of Mr. Hardman, our teacher of weaving and hammock-making, has made necessary some readjustment in the manual training department of the boys' school. Within recent years we have had in this department the full time of three teachers without sight and about one-third of the time of a seeing teacher who has taught the wood-sloyd. Mr. Hamilton has taught the broom-making

**Readjustment in
the Manual Training
Department of
the Boys' School.**

for many years and in this Mr. Hardman has assisted him somewhat in recent years. Herbert Hartung, one of our boys who came to us in 1908 as teacher of caning and assistant in the library, is doing excellent work. We are now trying the plan of having the full time of three instructors, in addition to the teacher of tuning, in the manual training department. And we have been very fortunate in the selection of a man to take charge of this department, Mr. Everett K. Jenkins of Durham, N. H., a graduate in June, 1915, from the Mechanics Arts Course of New Hampshire State College. Mr. Jenkins is teaching the wood-sloyd work and is giving general supervision to all varieties of manual training in the boys' school.

Realizing the need for our girls to receive some instruction in the use of simple tools, I have assigned Mr. Jenkins to the girls' school four hours a week, a room having been equipped this fall with ten sloyd benches.

Our arrangements for manual training in both schools now provide a seeing supervisor with our own graduates and former pupils as assistants; in the boys' school, two; in the girls' school, three. My experience and observation is that in all our hand-work there must be sighted supervision somewhere and that, given this supervision, we can profitably employ some of our own people. And our experience at the Exchange confirms the view that sighted supervision is indispensable.

I believe that the present arrangement is an excellent one for both schools as we are provided with this necessary sighted supervision while we also utilize a large number of our own people, six of eight teachers, including the teacher of tuning, being former pupils of the school and four of the six totally blind.

Through our manual training departments in both schools we are endeavoring to supply a maximum of training in the fundamentals of elementary business. The opportunities for our pupils to learn anything about such matters either at home or here in school are extremely limited. Accordingly

**An Effort to
Supply Increased
Training in
Business Methods.**

we must make the most of every opportunity, however insignificant it may appear to be. We have therefore formulated the following plan for our caning departments.

All orders for recaning chairs go directly to Mr. Jenkins, our master of handicraft. When an order has been received from a section within ten blocks of the school, one of our boys with a little sight accompanied by one or two others as may be necessary is sent to bring the chairs to the receiving room where they are numbered and recorded. Orders received from more than ten blocks distant are either brought in by the local express or are referred to the Exchange or to a worker in the locality.

From the receiving room the chairs are taken by the boy to the cane shop where they are assigned to the lad who is to recane them. His first business is to make a duplicate in Braille of the receiving room tag.

After the chair is completed, before it leaves the shop it is carefully inspected and the pupil who has done the work is required to make, under the direction of the teacher of typewriting, a typewritten bill and a record card. The card is turned over to the cane department where it is marked "paid" as soon as the money is collected and before being put on file is entered in the day-book and also upon the file cards.

One-fifth of the price charged is retained by the department to cover the cost of material, one-fifth goes directly to the boy, who is required to deposit the remaining three-fifths in the bank. These deposits are made monthly in the savings department of a near-by Trust Company by the boy himself under the direction of and with any necessary assistance from the manual training instructor, the Trust Company paying $3\frac{1}{2}$ per cent interest. These deposits cannot be withdrawn by the pupil until he leaves school. Ten boys went to the Trust Company one morning recently to open their accounts in sums varying from \$1.18 to \$6.06. By this plan we hope to teach boys both how to save and how to spend their earnings wisely, both exceedingly difficult lessons for young people to learn.

Our girls are also taught to cane chairs and they have the same opportunities as the boys to get this practical business training. They do not, however, go out to collect the chairs, this being done entirely by the boys, who receive ten cents for each chair turned over to the girls to be caned. And instead of depositing their savings with the Trust Company they use them to pay for materials for their work in the work-room, such as yarn for knitting and crocheting, dressgoods, etc.

Upon a flag staff about sixty feet high which had been previously erected in the athletic field opposite the main entrance of the building, a flag of appropriate size was unfurled at nine o'clock Saturday morning, May 29th, 1915, after which there were suitable exercises in which all the pupils of the school had a part. The program rendered will be found on a subsequent page of the report.

As its fifteenth annual entertainment the Young Singers' Glee Club gave "The Mikado" in the auditorium of the school on Tuesday evening, June first, before a large audience fully appreciative of their efforts. A year ago the proceeds from the Club's presentation of "The Mikado" were divided between the Graduates' Loan Fund and the Uniform Type Committee. In April, 1915, the Club repeated the entertainment in Jenkintown for the benefit of the Abington Library. The proceeds of the entertainment in June this year were divided between a contribution toward the cost of erecting and equipping the temporary stage for the auditorium and the Club's treasury.

The Glee Club continues to be one of the most popular organizations connected with the school, and the boys and their leader, Mr. Bausch, are to be congratulated on the success and popularity of a purely voluntary organization that has entered upon the sixteenth year of its existence. The Club continues to be in great demand and about once a month during the school year the boys give an evening's entertainment for the benefit of some worthy object.

By far the most ambitious undertaking in a dramatic way upon which the school has embarked was the Historical

**A Historical
Pageant.**

Pageant which was given on the lawn of the school on Saturday afternoon, June 5th, 1915. This statement in no way disparages the several successful presentations of the Merchant of Venice by the boys, or the three successes scored by the girls in A Midsummer Night's Dream. The Merchant of Venice requires but a small cast; A Midsummer Night's Dream included about fifty of our girls; but the Historical Pageant gave every pupil of the school something to do, except the kindergarten children; and even this department had its representation in the pages of the queen of the pageant and in the little papoose. The procession of the queen of the pageant was followed by the dance of the flower girls, a song of spring, and the dance of the seasons. The coming of the Lenni Lenape Indians, the subject of Episode I, with the pitching of the camp, the dance of the Indian hunters, the feast, the betrothal, and the Indian love song at its close gave the boys an opportunity to display their histrionic ability. The coming of the Dutch in 1616 and their trading with the Indians was followed by the national air of Holland; the coming of the Swedes in 1638 and the purchase of land from the Indians, by the national air of Sweden. Episode III delineated the coming of the early Welsh Quakers in 1682, their trading with the Indians, the arrival of William Penn in 1682, the entrance of Penn and his party, and his treaty with the Indians. Then followed in Episode IV the shadow of approaching war (1776), the proclamation of the Declaration of Independence, peace and plenty after the war (1800), the tea party, the minuet; Welsh, Dutch and Swedish folk dances; the old Welsh chorus, March of the Men of Harlech, and The Star Spangled Banner; a historical review and the recession of the queen of the pageant closing the program.

A very appreciative audience of fully a thousand people filled the seats that had been provided about the lawn. Such a production demands much extra preparation on the part

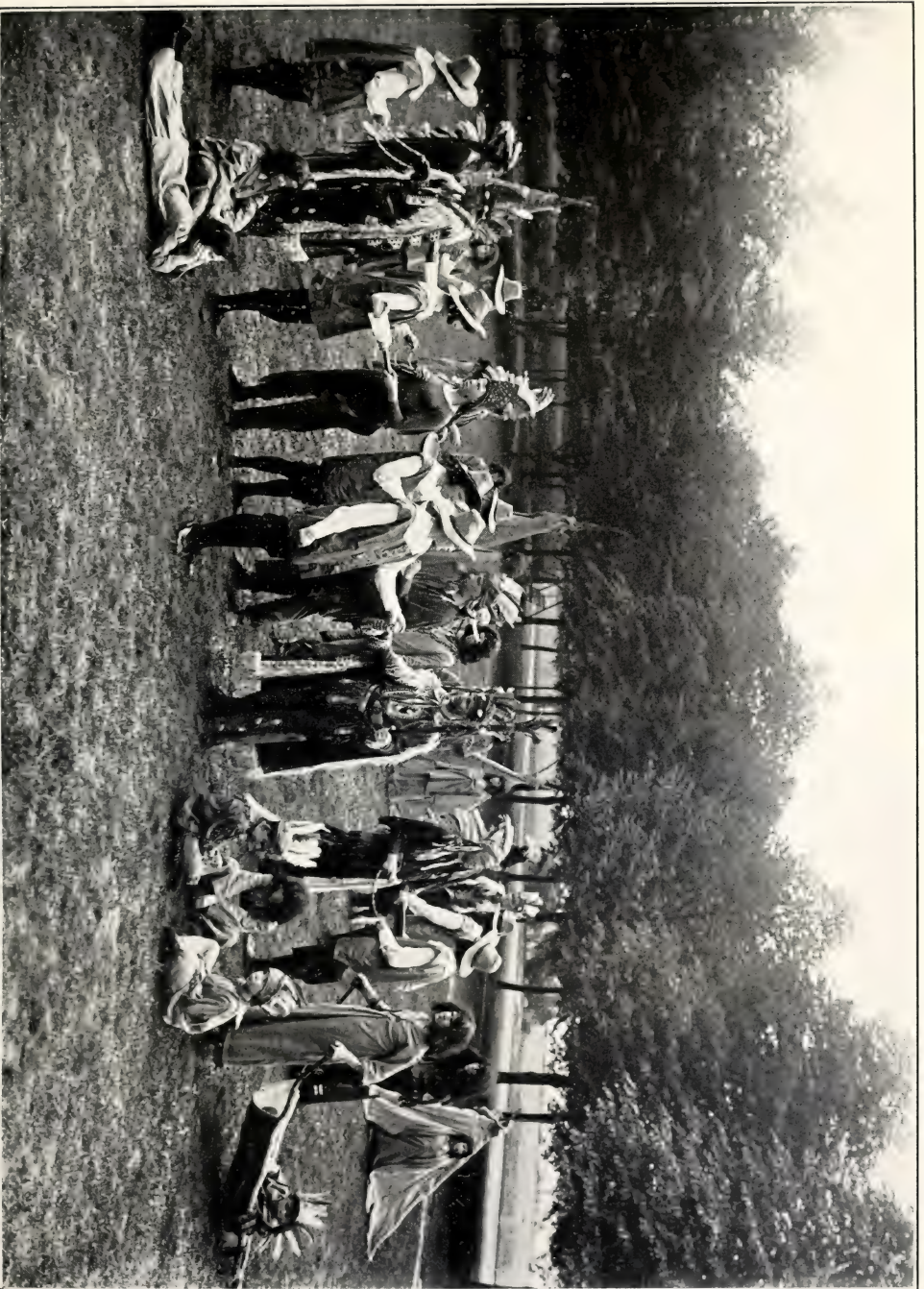
of the entire school, the co-operation of every member of the staff, and brings out the best in the pupils. It is also of great value in setting forth before our seeing friends the capabilities of our pupils.

Our three young men are continuing with success their work at the University. Harold Howard (1910) is a senior in the Wharton School of Finance; Howard Burritt (1912) is a junior in the Arts and Science department; and Raymond Porter, who came to us last year from the Oklahoma School, is a senior in the Arts and Science department. It is a significant comment on the quality of the work of all three that all received the highest standing attainable, indicated by the mark "distinguished", in several of their studies and with but one or two exceptions have they received anything lower than "good"—the next to the highest mark given at the University.

Ralph Wolfgang (1911) is this year a sophomore at Juniata College, where he is pursuing his studies with advantage to himself and with credit to the school where he received a large part of his preparation.

Two other young men now in school are looking forward to courses at the University which they will be prepared to undertake in September, 1916 and 1917, respectively. I believe that a few of our pupils of good ability should be encouraged to pursue these advanced courses of study at the University or other institution of higher learning.

The case of Earl Miller of Williamsport is also worthy of note. After attending our school for about ten years, Earl decided to try last year the experiment of attending the high school of his home town. So successful was he that he is continuing the plan this year with even greater success; and I have just learned that a gentleman was so impressed with his ability and his determination to secure an education that he has promised him a scholarship yielding free tuition at the University whenever he wishes to avail himself of it.



HISTORICAL PAGEANT

The coming of the Dutch—1616.

We have received into the school this fall at least six children who are exceedingly backward, if not feeble-minded, whom we can keep but a short time and who in justice to the normal pupils ought not to be retained in the school a single day longer. Yet the fact that something can be done for them makes it difficult to discharge them with the knowledge that they must return to their homes where their condition will not be improved. These children need custodial care and training in the most elementary things that will make their lot a little more endurable. But they have no place in a school like ours which furnishes costly instruction under which our capable boys and girls make rapid progress. And we are apparently no nearer the day of their acceptance into a school for the feeble-minded than we were twenty-five years ago. The authorities of the feeble-minded institutions recognize the obligation as one resting upon them, but they insist that they have no suitable provision for caring for such children.

I should like to see one of our progressive training schools for the feeble-minded try the experiment of receiving ten or twelve blind feeble-minded children, assigning them to the groups appropriate to their mentality, employing a special teacher familiar with methods generally accepted in the education of the blind to assist the teachers of the groups to which the blind children are assigned and utilizing the motherly and fatherly instincts of some of the feeble-minded with sight in the care of the feeble-minded who are blind. Such an experiment can be conducted for \$1,000.00 in excess of the amount necessary for the maintenance of the children. Something ought to be done for this small but needy class of children whom we cannot possibly retain in our schools in justice to the normal children.

The vacancies caused by the deaths of Mr. Ervin, Mr. Hardman and Mr. Williams have already been referred to earlier in this report. In an earlier paragraph I have also explained how the work in the boys' manual training department has been reorganized by the appointment of Mr. Jenkins in

**Changes in
the Corps.**

place of Mr. Hardman. We shall not need to fill Mr. Williams's place for the present and, with the addition in 1911 of Miss Davison to the corps in the Music Department, we shall not need to appoint a successor to Mr. Ervin.

The only other change is the voluntary retirement of our kindergartner, Miss Jane A. White, and the appointment of Miss Annice M. Huckins of Boston as her successor. Miss Huckins is a graduate in 1912 from the Girls' High School (Boston) and in 1914 from Miss Wheelock's Kindergarten Training School, with one year's experience in teaching, who has begun her work with us with an unusual degree of sympathetic helpfulness.

The loss by death of so large a number of blind teachers from our staff suggests the query whether blind or seeing teachers are more desirable for blind pupils. It is not primarily a question of sight or lack of sight but of personality, fitness and ability. A school that has had on its staff a David Wood, a Hannah Hogg, a Lucina Walt, an Adam Geibel and others of equal ability cannot fail to be fully appreciative of the value in a school like ours of the teacher without sight. This school has always believed in the usefulness of the blind teacher and has always employed a liberal number of them. Our present staff of thirty-nine teachers and officers in all departments including the library and printing office contains the names of twelve former pupils or graduates of whom all but two are totally blind. How liberal a policy the school has pursued in this matter of the employment of teachers without sight may be seen from a glance at the following table showing the proportion of blind and seeing employed at the school during the past twenty years.

Year	Blind	Seeing	Total	Year	Blind	Seeing	Total
1896	14	20	34	1906	14	23	37
1897	14	21	35	1907	14	24	38
1898	13	21	34	1908	14	22	36
1899	13	21	34	1909	16	23	39
1900	13	21	34	1910	16	23	39
1901	13	22	35	1911	15	24	39
1902	13	22	35	1912	15	26	41
1903	13	20	33	1913	15	26	41
1904	13	21	34	1914	14	26	40
1905	14	23	37	1915	12	27	39

In the selection of all teachers and officers the greatest care is and should be exercised but in the selection of blind teachers even greater care must be taken; for to discharge the incompetent blind teacher is ten times more difficult than to discharge the incompetent seeing teacher. But the school that employs no blind teachers is at a decided disadvantage, for a wonderful source of inspiration is lost. I would not be deprived of the helpful assistance of the capable blind teachers on our staff; to the pupils they are a constant incentive to greater achievement; to me they are exceedingly helpful in giving me the point of view of the blind pupil. While there are many things along supervisory lines that blind teachers cannot do, they are usually willing to put in longer hours than are required of seeing members of the staff in order to equalize the service rendered. And our seeing teachers are always willing to supply the necessary assistance to their blind co-workers. We cannot profitably employ a larger proportion of blind employees than we now have, but among our blind people are some of the most capable and inspiring teachers on our staff whose service to the school is appreciated by their fellow workers, and of whose services the school could ill afford to be deprived.

Our Salesroom and Exchange, opened in June, 1910, at 204 South 13th Street (old number 200) has passed beyond the experimental stage. It is helping blind people in a very practical way by helping them to help themselves. It is thus educational work of the very highest order and of the most practical kind. The large majority of those benefited are former pupils of the school but among the names of those given work are nineteen of our present pupils. Many of these utilize their vacations for earning what they can and if this were the only benefit conferred it would justify the expense incurred in maintaining the Exchange; for no money expended brings a better return in practical training than that which inculcates in our pupils business habits and acquaints them in a practical way with business methods. This we attempt to do here at the school

**Fifth Year of Our
Salesroom and
Exchange.**

so far as possible. This is the reason for the caning of chairs here in our caning department. But usually pupils may take their time at it in the class room, *i. e.* the work is done either in the periods assigned to caning or in the pupils' "free time", and is completed as promptly as possible under the conditions under which we work. But at the Exchange, chairs must be completed and delivered at a given time; and so I say the results in an educational way are entirely commensurate with the outlay.

Among the practical results obtained within the twelve-month period from December 1st, 1914, to December 1st, 1915, are these:

First.—Through the Exchange we have this year paid to 93 individuals and to the Pennsylvania Industrial Home for Blind Women, the Pennsylvania Working Home for Blind Men, and the Delaware Commission for the Blind \$9,553.35 as compared with \$8,603.44 paid last year to 69 individuals, two Homes and one Commission.

The distribution of the beneficiaries shows that all except twelve are present or former pupils of the school.

	MEN.	WOMEN.	TOTAL.
Present pupils	8	11	19
Former pupils (includes one Batavia former pupil)	30	32	62
Non-pupils	5	7	12
Totals	43	50	93

Second.—Material has been supplied at cost to 124 individuals. Of these there were 49 women, 27 of whom live in Philadelphia and 22 outside Philadelphia: and 75 men, 40 in Philadelphia and 35 outside Philadelphia.

This supplying raw materials at cost has been found to be one of the most necessary, practical and helpful methods of aiding our people. It is, however, often difficult to secure payment of bills for material supplied.

Third.—The nature and amount of work done has been as follows:

Tuning—Pianos	332
Caning—Chairs, 2394; settees, 26.....	2420
Brooms sold	3497
Basketry—Raffia: Coat hangers, 203; slipper trees, 15 prs.; candle shades, 2; flower holders, 9; bags, 7.....	251
Reed: Baskets, 131; flower hangers, 79; trays, 7; lamp and candle shades, 16; hampers, 2; rattles, 3; bird cage, 1	239
Knitting—Scarfs (special orders for Belgian war sufferers).....	140
Weaving—Rugs 1251 Carpet 483 7-36 yds. Pillow tops 16	
Weaving only " 257 " 99 1-12 yds. " " 17	
(Customer furnishing material)	
Total rugs and carpet 1508	582 5-18 yds. 33

These totals show a material increase over last year and indicate a normal, healthful growth.

Fourth.—While there is discernible a steady recognition of our ability to do work along certain lines, particularly such work as tuning pianos, caning chairs and weaving rag carpet and rag rugs, Mr. Delfino still finds it necessary (and this necessity will without doubt always exist) to appeal for work in behalf of the blind. Satisfactory work done is the best advertisement. Orders for rugs, knitted goods and hammocks have been secured from leading department and other prominent stores in the city. We now frequently procure chairs for reseating from the Board of Education and in the list of our customers of the last year are found well-known restaurants, prominent churches, three of our best hotels, a leading commercial school of the city, an exclusive club, and prominent stores. All this excellent patronage has been secured by persistent urging on Mr. Delfino's part.

Fifth.—Eight engagements for former pupils have been secured which have given audiences an enjoyable evening and have added to the income of those who have taken part. A few engagements have also been secured for former pupils to play for private dances.

Sixth.—In a few instances arrangements have been made whereby one of our graduates has taught an individual blind person who could be helped better by such an arrangement than by admission into our school. This arrangement

is particularly advisable in the case of one above school age who needs a limited amount of instruction only.

Seventh.—Especially gratifying is the securing of some of the pianos of the public schools to tune—work which Mr. Delfino has sought to secure for at least four years, and for which we have made proposals for the past two years. The work has come to us this year by reason of the default of the lowest bidder who was awarded the contract.

Eighth.—Co-operation with existing agencies for relief has been as cordial as heretofore. When the Emergency Aid Committee in January, 1915, offered to sell carpet rags to the Exchange, Mr. Delfino suggested that our blind workers do the weaving and the Committee dispose of the rugs. As a result of this suggestion the Emergency Aid Committee was provided with an outlet for the rags sewn by the women given employment by the Committee and 119 rugs were woven for the Committee and disposed of by them.

Ninth.—While it has been more difficult during the past year, because of depression in all lines of labor, to secure places for our people in stores, factories and elsewhere among seeing employees, nevertheless positions for several have been obtained; but a number who have been regularly employed for the past several years have been idle for a portion, and in some instances, for the entire year. It is therefore particularly discouraging when those, for whom positions have been secured only after persistent urging, give up their places without even notifying those who have labored to find places for them. At least seven girls for whom positions were secured in factories among the seeing gave up their positions without saying a word about their proposed action.

My visits to two Industrial Homes the past summer only strengthen my conviction that we are working along lines that are sound from every economic as well as humanitarian point of view in our efforts to secure work that our people can do in their own homes. The majority of our workers, particularly the women, prefer to work at home,

and our efforts through the Exchange to secure work for our people to be done in their homes or, where this is impossible or impracticable, at the Exchange tend in the right direction.

The Conventions of the two national associations of those interested in the blind—the American Association of
The Berkeley Instructors of the Blind and the American
(Cal.) Association of Workers for the Blind—
Conventions. were held at the California School for the Deaf and Blind, June 28-July 1, 1915. In addition to the usual addresses of welcome and responses, the program of the Association of Instructors included the following topics:

The day school movement to date; Supt. J. T. Hooper, Janesville, Wisconsin.

Live language; Prof. Howard R. Driggs, University of Utah.

The present status of the movement for the prevention of blindness in America; Edward M. Van Cleve, Director of the National Committee for the Prevention of Blindness.

Advances in medicine that tend to the prevention of blindness; William Parker Lewis, Prof. of Pediatrics, University of California.

The work of a circulating library for the blind; Miss J. L. Gillis, Librarian in Charge, California State Library for the Blind.

The vitalization of history, geography and science by the utilization of current events.

At Round Tables the following subjects were discussed:

Poultry and gardening.

Supt. W. K. Argo, Colorado Springs, Col.

Supt. T. S. McAloney, Pittsburgh, Pa.

Supt. S. M. Green, St. Louis, Mo.

The cottage family plan.

Supt. John F. Bledsoe, Overlea, Md.

Director Edward E. Allen, Watertown, Mass.

Prin. O. H. Burritt, Overbrook, Pa.

Obtaining cordial relations in a dual school.

Supt. H. J. Menzemer, Boulder Springs, Mont.

The Association of Workers provided for the consideration of the following topics:

Report of the Uniform Type Committee.

A practical form of remunerative employment for blind women; Miss Griswold, Dept. for Blind, Brooklyn Bureau of Charities.

The desirability of more adequate training and preparation for commercial life, particularly in all forms of salesmanship.

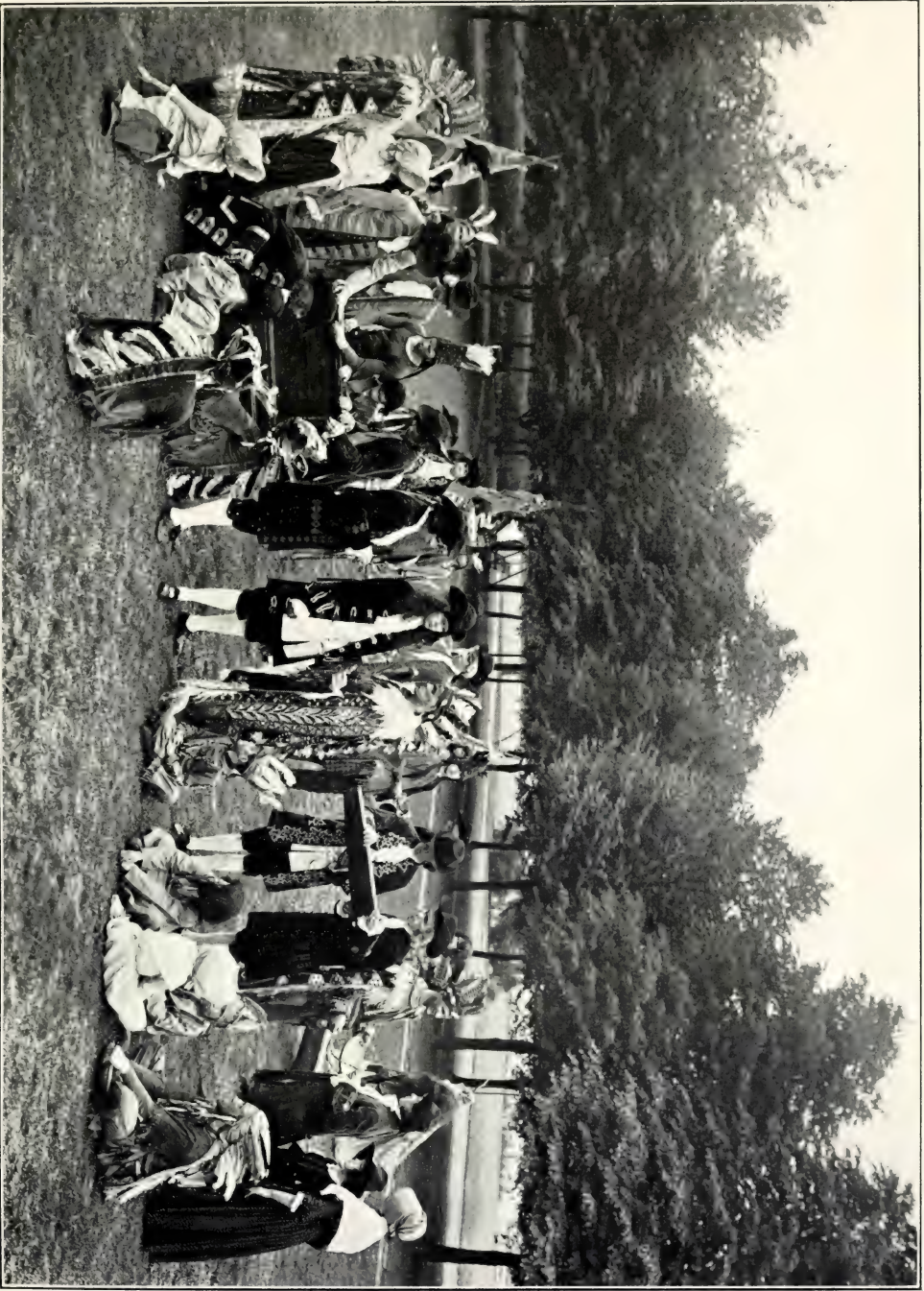
The necessity of adequate tests for determining the mentality of the blind who appear to be subnormal, and proper provision for them educationally and custodially; Dr. H. H. Goddard, Training School for the Feeble-Minded, Vineland, N. J.

The recognition and training of blind feeble-minded children; Robert B. Irwin, Supervisor, Classes for the blind in public schools of Cleveland, Cincinnati, and Toledo, Ohio.

Arrangements had been made with the railroads by Principal Van Cleve of the New York City Institute to conduct the party from the Atlantic to the Pacific seaboard. Some came from Boston and New York to be joined en route by delegates from Philadelphia—two of our teachers were in the number—Pittsburgh, Columbus, Chicago, Denver, Colorado Springs and Ogden until we arrived at Berkeley about seventy-five strong. En route we visited and inspected the school plants at Pittsburgh, Pa.; Colorado Springs, Col.; and Ogden, Utah; and the Illinois Industrial Home at Chicago. The conventions were entertained at the California school and while there we visited the California Industrial Home for the Blind at Oakland.

With the adjournment of the Association of Instructors on Saturday morning the delegates separated, each going his own way. On the return trip I visited the Washington school at Vancouver, the Oregon school at Salem, the Minnesota school at Faribault and the New York State school at Batavia. While absent from home I had attended two conventions, visited two industrial homes, and eight schools for the blind, all for the first time except two of the schools.

At Vancouver and Faribault summer schools for the adult blind were in session whose activities I was interested to observe. Supt. Dow of Faribault is the pioneer in utilizing his school plant more nearly through the entire year than any of us for training the blind, his summer school having been in session each summer for the past nine years. The experiment is an interesting one and these summer schools can be helpful to the adult blind, particularly so in those states that have no provision for the training and employment of the blind who are beyond school age.



HISTORICAL PAGEANT

The arrival of William Penn in 1682 and the Treaty with the Indians

A uniform type for the blind of the English speaking world sometimes seems to be an impossible goal. But I believe there is a very genuine feeling among the educators of the blind of America that to delay much longer this desideratum is to block the wheels of progress in the work of educating the young blind and still further delay that rapid multiplication of literature which is demanded by a considerable body of adult readers.

The Standard Dot Type—A Step Nearer a Uniform Type for the Blind.

At Berkeley the American Association of Workers for the Blind adopted without dissenting vote the report of its Uniform Type Committee which had evolved the Standard Dot Type; and the American Association of Instructors of the Blind at a subsequent session appointed a Uniform Type Commission whose chief duties according to its instructions are to secure as complete tests as possible during the present school year of the Standard Dot System as a vehicle of instruction and to labor in every possible way to bring about uniformity with England. This Commission has already met twice and is in constant communication with the educational authorities in England where the Standard Dot Type is receiving a respectful hearing and is being studied and tested by a representative committee of ten appointed for the purpose. This Committee contains several members of the late British Uniform Type Committee and therefore it is truly representative of the best thought in England on the subject of a uniform type for the blind. That the work of our Uniform Type Committee commands such a respectful and competent hearing in England augurs well for the future of uniformity. We have at least reached the stage where we can say, "Come now, let us reason together."

It was also encouraging that our English friends sent as a delegate to the Berkeley conventions, Miss H. C. Russell, a member of the British Committee on Uniform Type, who "was a member of the British Braille committee which formulated the three grades of (British) Braille now in use and is admittedly one of the best authorities on the subject."

The alphabet, mathematical and musical codes of the Standard Dot System are identical with the English Braille but the contractions differ somewhat, the efforts of the Uniform Type Committee having been expended in the direction of eliminating the defects in the English Braille system which the English themselves admit exist. The Standard Dot System also utilizes the principle of the "variable base"—a characteristic feature of the New York Point system while uniform spacing is a fundamental principle of both English and American Braille.

The Uniform Type Commission will report its findings to the Association of Instructors of the Blind which is to be held at the school for the blind at Halifax, N. S., in July, 1916.

If our progress toward a uniform type for the blind seems slow we may recall that as far back as 1871, the second convention of the American Association of Instructors of the Blind was invited to convene at Indianapolis by William H. Churchman, then superintendent of the Indiana school, who was a pupil of this school from 1836 to 1839, for the specific purpose of "adopting a uniform system of printing for the blind." In forty-four years we have made progress but we have not yet attained the goal.

Within the twelve months ending December 1, 1915, the following work was done in our Printing Office:

Large plates embossed	2,198
Small plates embossed.....	267
Medium plates embossed.....	12
Large sheets printed.....	11,858
Small sheets printed.....	12,575
Medium sheets printed.....	1,738
Interpointed sheets printed.....	629
Interlined sheets printed.....	25
Alphabet sheets printed.....	201
Christmas cards printed.....	278
Number of different books and pamphlets embossed in brass....	13
Number of pamphlets fastened in covers here.....	225
Number of sheets written by hand.....	3,746
Number of title pages written by hand.....	34
Number of girls employed in writing Braille.....	4
Amount of cash paid girls and press boys.....	\$143.16

Plates were made from the following:

Cicero. Arraignment of Catiline.
 Burritt, O. H. What the national government is doing for the blind and what more it ought to do.
 Channing, Wm. E. The evil of war and its remedy.
 Dickens, Charles. Tale of two cities. (Completed.)
 Jackson, Helen Hunt. Ramona. (Completed.)
 Mitchell, S. Weir. Mr. Kris Kringle.
 Miller, Russell King. Outlines of harmony. (Completed.)
 Penn. Institution for the Instruction of the Blind. List of publications in American Braille. (Completed.)
 Principles of salesmanship—a handbook for representatives of the "Review of Reviews" Company.
 Standard dot drill key (English Braille).
 Standard dot drill key (American Braille).
 Standard dot drill key (New York Point).
 Maps:
 Globular map of the world, 11 x 14.
 The hemispheres, 21 x 14.
 South America, 21 x 14.
 North America, 21 x 14.
 The United States, 21 x 14.
 The Dominion of Canada, 21 x 14.
 Europe and Asia in process, 21 x 14.

The following are in press:

Eliot, George. Romola.
 Keller, Gottfried. Das Fähnlein der sieben Aufrechten.
 Nichols, A. B. Modern German prose.
 Ritchie. Fabulae Faciles.

STATISTICS.

Movement of population:

	Boys	Girls	Total
Resident at last report.....	104	103	207
Admitted	15	11	26
Population of the year.....	119	114	233
Discharged	18	10	28
Remaining at the close of the year.....	101	104	205

AGE AT ADMISSION OF THE 26 PUPILS RECEIVED DURING THE YEAR.

Age	No.	Age	No.	Age	No.	Age	No.
5	4	9	2	13	2	22	1
6	2	10	1	16	1	26	1
7	3	11	2	17	1		
8	2	12	1	19	3		
Total admissions							26

Thirteen pupils were admitted under 10 years of age, the youngest being 5 years and 2 months old; six from 10 to 15 years; five from 15 to 19 years; and two over 20 years.

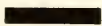
LENGTH OF TIME HERE OF THE 28 PUPILS DISCHARGED
DURING THE YEAR.

Time here	No.	Time here	No.	Time here	No.
Less than					
one year	5	6	1	12	3
1	3	7	1	13	1
3	4	9	3	14	1
4	1	10	3		
5	1	11	1		
Total discharges	 28				

The average length of stay of all pupils leaving was 6 years.

OF THE PUPILS ADMITTED, 20 were from Pennsylvania; 4 from New Jersey; 1 from China (American parentage); 1 from Oklahoma. Of those in attendance during the year, 191 were partly supported by Pennsylvania (30 counties represented); 21 by New Jersey; 7 by Delaware; and the remainder by the institution or by friends.

CAUSES OF BLINDNESS OF THOSE ADMITTED:—

Ophthalmia Neonatorum	6	
Optic Atrophy	3	
Traumatism and Sympathetic Ophthalmia.....	3	
Traumatism	2	
Buphthalmos	2	
Keratitis and Iridochoroiditis.....	2	
Purulent Conjunctivitis	2	
Amblyopia and High Hyperopic Astigmatism..	1	
Congenital Cataracts	1	
Interstitial Keratitis	1	
Iridochoroiditis	1	
Keratitis and Anterior Polar Cataract.....	1	
Retinochoroiditis and Optic Atrophy.....	1	
Total admissions	26	

NATIVITY:—Pennsylvania, 17; other States, 7; foreign born, 2.

RELATIVES BLIND:—One girl has two sisters with defective sight—albinos. One girl's sister had a cataract. One boy has a sister and a brother with defective sight. One boy's grandmother (paternal) lost her sight in old age.

HEALTH:—The general health of our school has been good with the exception of twenty-five cases of mumps which dragged along for several months, interfering considerably with the school work and the going and coming

of the pupils. A case of appendicitis and one of pneumonia made good recoveries.

NECROLOGY:—There have been no deaths among our pupils.

STUDIES PURSUED DURING THE YEAR.

LITERARY DEPARTMENT.

	BOYS	GIRLS	TOTAL
KINDERGARTEN	8	5	*13
LANGUAGE:			
Reading	68	72	†140
Writing (Braille)	53	24	†77
Spelling	95	97	†192
Language	26	29	†55
Grammar	38	32	70
Rhetoric	8	10	18
Literature	38	14	52
Latin	28	25	53
German	21	8	29
MATHEMATICS:			
Number	11	23	†34
Arithmetic	60	49	109
Algebra	14	18	32
Geometry	9	5	14
HISTORY-CIVICS:			
Ancient	8	23	†31
English	20		20
American	48	39	87
Civics	9	10	19
Current News	84	57	141
SCIENCE:			
Nature Work	37	39	†76
Physiology and Hygiene	33	29	62
Geography	57	56	113
Physical Geography	9	9	18
Physics	8	4	12
Geology			

* The number of children doing strictly kindergarten work this year is practically the same as it has been in recent years, but the children who are in the connecting class and the first grade have been taught the following subjects; reading, writing (Braille), spelling, language, number, modeling, drawing and nature work; and the first grade has had, in addition to these subjects, the following: ancient history stories, raffia and reed work, sewing (hand). The number of pupils in the connecting class and the first grade are included this year with the number of those pursuing these subjects in the main school.

† Includes 11 boys and 15 girls in the first grade and connecting class at the kindergarten building.

COMMERCIAL SUBJECTS:	BOYS.	GIRLS	TOTAL
Commercial Arithmetic	8		8
Bookkeeping	8		8
Business Law	8		8
Industrial Geography	8		8
Economics	12		12
Typewriting	58	45	103

FORM STUDY:

Modeling	37	39	†76
Drawing	37	62	†99

MANUAL TRAINING.

WOOD-WORK	52		52
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SHOP:

Cane	60	27	87
Broom	32		32
Carpet	12		12
Basketry	14		14

WORKROOM:

Raffia and Reedwork, Willow.....	11	22	†33
Crocheting		21	21
Knitting		76	76
Sewing (Hand)	8	59	†67
Sewing (Machine)		37	37
Domestic Science		15	15
Hammock Making	8	5	13

PHYSICAL TRAINING.

Athletics	80		80
Gymnastics	82	84	166
Swimming	80	79	159

MUSIC.

Chorus Singing	84	84	168
Oratorio Chorus	31	38	69
Individual Voice Culture	9	14	23
Piano	32	36	68
Organ	9	2	11
Tuning	26		26
Violin	2		2
Harmony	7	6	13

† Includes 8 boys and 5 girls in the first grade at the kindergarten building.



HISTORICAL PAGEANT

The Shadow of Approaching War—1776

ACKNOWLEDGMENTS.

We desire to acknowledge our indebtedness to the following for the courtesies extended to us:

A friend, for sixteen tickets to the concerts of the Philadelphia Orchestra.

Mrs. Eckley B. Coxe, for donations of \$100.00 for opera and theater tickets, and \$25.00 for Christmas gifts.

The Narberth Civic Association, for permission to use an adaptation of the Narberth Historical Pageant.

Mr. L. Eastwood Seibold, for permission to use the Book of Words of the Narberth Pageant.

Mr. Lewis Jones and Joseph Lapsley Wilson, Esq., for help in historical setting.

Mr. George M. Henry, Mrs. George M. Henry, Mrs. W. Arthur Cole, Mr. W. J. Kirkpatrick, Mrs. E. L. Swift, Mrs. Charles V. Noel for the loan of costumes and properties. And to all of the friends who gave in any way help and assistance in the Historical Pageant.

Mr. W. Atlee Burpee, for garden seeds.

The Strawbridge & Clothier Chorus, for concert tickets.

Mrs. Lewis R. Dick, for concert tickets.

Mr. Newton S. Knorr, for printing one thousand tickets for the Glee Club.

Dr. Earle C. Rice, Mr. J. Edwards Smith and Mr. Percy Chase Miller, for an entertainment at the school.

Mr. George H. Streaker, for a lecture at the school.

The Museum of the University of Pennsylvania, for copies of "Ethnology of the Yuchi Indians," and "Ceremonial Songs of the Creek and Yuchi Indians."

Mr. James H. Sterrett, for a talk on swimming.

Longmans, Green & Company, Publishers, for permission to emboss "Fabulae Faciles."

D. C. Heath & Company, Publishers, for permission to emboss "Das Fähnlein der sieben Aufrechten," and "Ein Kampf um Rom."

John Lane Company, Publishers, for permission to emboss "Non-sense Novels."

Lothrop, Lee & Shepard Company, Publishers, for permission to emboss selections from "Christmas in Legend and Story."

Walter H. Baker & Company, Publishers, for permission to emboss "The Rivals"—a Comedy in Five Acts.

George W. Jacobs & Company, Publishers, for permission to emboss "Mr. Kris Kringle."

American Book Company, Publishers, for permission to emboss "Geschichten von deutschen Städten."

Respectfully submitted,

O. H. BURRITT,

December 16, 1915.

Principal.

INCOME ACCOUNT.		1915, May 31.	INCOME ACCOUNT. To Payments on sundry ac- counts for the year ending this day, viz.:	1915, May 31.	INCOME ACCOUNT. To Payments on sundry ac- counts for the year ending this day, viz.:
1914, May 31.	1915, May 31.				
To Balance	To Receipts for the year ending this day, viz.:	\$2,184.37	Dundas Library Fund . . .		\$250.00
General Fund	W. W. Cook Legacy	\$8,025.18	Harrison Prize Fund . . .		50.00
W. W. Cook Legacy	J. Francis Fisher Fund	24,370.25	J. Francis Fisher Fund . . .		80.00
J. Francis Fisher Fund	Reserve Fund	80.00	Coxe Musical Fund		200.00
Reserve Fund	Dundas Library Fund	1,795.68	General Fund (Int. on loan)		155.83
Dundas Library Fund	Coxe Musical Fund	250.00	General Fund (Int. on bonds purchased)		81.11
Coxe Musical Fund	Coxe Maziche Fund	200.00	Household		56,811.76
Coxe Maziche Fund	Harrison Prize Fund	50.00	Instruction		32,448.73
Harrison Prize Fund	City Office	1,250.00	Finance		1,020.71
City Office	Pay Pupils	1,190.00	City Office		4,878.10
Pay Pupils	Appropriation, State of Penna.	52,425.00	Transferred to Principal Acct. to reduce premium on in- vestments—per order of the Board of Managers		2,500.00
Appropriation, State of Penna.	" " New Jersey	5,024.10	Balance		916.74
" " Delaware	Household	2,100.00			\$99,392.98
Household	Instruction	139.46			
Instruction		258.94			
		\$97,208.61			
		\$99,392.98			
PRINCIPAL ACCOUNT.		1915, May 31.	PRINCIPAL ACCOUNT. To Overdraft	1914, May 31.	PRINCIPAL ACCOUNT. To Overdraft
1915, May 31.	1915, May 31.				
To Receipts for the following accounts, viz.:	William C. Gilmore (on acct.)		By Payments as follows:		10,000.00
Sales of coal and timber from undivided Cook Estate . . .	Elizabeth Roe Dunning . . .	\$10,619.74	Loan—Brown Brothers & Co. New Building		2,121.81
On account of Principal Bond and Mortgage, 1527 Green St. On account premiums on In- vestments	Judith Laurie Frechie . . .	1,000.00	Investments purchased . . .		4,237.50
Transferred from Income ac- count to reduce premiums on investments	Elizabeth S. Shippen . . .	230.26	Balance		\$26,223.66
Legacies:	Amanda C. Woomer . . .				
William C. Gilmore (on acct.)	Donation	2,500.00			
Elizabeth Roe Dunning . . .		300.00			
Judith Laurie Frechie . . .		950.00			
Elizabeth S. Shippen . . .		204.00			
Amanda C. Woomer . . .		10,000.00			
Donation		414.66			
		5.00			
		\$26,223.66			

The undersigned certify that they have examined the foregoing account, and find it correct, and the balance on hand as stated to be Nine Thousand, One Hundred and Twenty-four Dollars and Eighteen Cents (\$9,124.18) on deposit.

[Signed] WILLIAM DRAYTON, } Committee on Finance.
JOS. LAPSLEY WILSON, }

We have examined the accounts of Mr. James Crosby Brown, Treasurer of The Pennsylvania Institution for the Instruction of the Blind, for the fiscal year ending 31st May, 1915, and found them to be correct, and correctly set forth in the foregoing statement.

[Signed] LYBRAND, ROSS BROS. & MONTGOMERY, } Committee on Audit.
BEAUCVEAU BORIE, JR., }

STATE.	PLACE.	NAME.	PUPILS		SUPERINTENDENT.
			1914-1915	1915	
Alabama	{ Talladega	School for the Blind	J. S. Ganey, Resident Supt. }	108	F. H. Manning.
Arkansas	{ Talladega	School for Negro Deaf Mutes and Blind, J. S. Graves, " }		156	John H. Hinemon.
California	Little Rock	School for the Blind		94	L. E. Milligan.
Colorado	Berkeley	Institution for the Education of the Deaf and Dumb, and the Blind		37	W. K. Argo.
Connecticut	Colorado Springs	School for the Deaf and the Blind		46	George H. Marshall.
Florida	Hartford	Institute for the Blind		38	A. H. Walker.
Georgia	St. Augustine	Institution for the Deaf and the Blind		113	G. F. Oliphant.
Idaho	Macon	Academy for the Blind		18	W. E. Taylor.
Illinois	Gooding	State School for the Deaf and the Blind		210	H. C. Montgomery
Indiana	Jacksonville	School for the Blind		143	George S. Wilson.
Iowa	Indianapolis	Institute for the Education of the Blind		135	George D. Eaton.
Kansas	Vinton	College for the Blind		97	Mrs. Grace Norton Roseberry.
Kentucky	Kansas City	Institution for the Education of the Blind		145	Susan B. Merwin.
Louisiana	Louisville	Institution for the Education of the Blind		60	G. C. Hucksby.
Maryland	Baton Rouge	Institution for the Blind		150	John F. Bledsoe.
Massachusetts	{ Overlea	School for the Blind		290	Edward E. Allen.
Michigan	{ Overlea	School for the Colored Blind and Deaf Mutes		173	Clarence E. Holmes.
Minnesota	Watertown	Perkins Institution and Massachusetts School for the Blind		123	J. J. Dow.
Mississippi	Lansing	School for the Blind		78	R. S. Curry, M. D.
Missouri	Faribault	School for the Blind		115	S. M. Green.
Montana	Jackson	Institute for the Blind		18	H. T. Menzemer
Nebraska	St. Louis	School for the Deaf and the Blind		57	N. C. Abbott
New Mexico	Boulder	School for the Deaf and the Blind		45	R. K. Pratt.
New York	Nebraska City	Institute for the Blind		190	Charles A. Hamilton.
North Carolina	Alamogordo	State School for the Blind		119	Edward M. Van Cleve
North Dakota	Batavia	Institute for the Education of the Blind		260	John E. Ray.
Ohio	Raleigh	Institution for the Deaf and Dumb, and the Blind		26	B. P. Chapple.
Oklahoma	Bathgate	School for the Blind		240	H. C. Maurer
Oregon	Columbus	Institution for the Education of the Blind		91	O. W. Stewart.
Pennsylvania	Muskogee	School for the Blind		38	E. T. Moores.
South Carolina	Salem	Institute for the Blind		230	O. H. Burritt.
South Dakota	{ Philadelphia	Institution for the Instruction of the Blind		144	T. S. McAloney.
Tennessee	{ Pittsburgh	Western Pennsylvania Institution for the Blind		93	N. F. Walker.
Texas	Cedar Spring	Institution for the Education of the Deaf and Dumb, and the Blind		29	Lelia M. Curl.
Utah	Gary	School for the Blind		233	J. V. Armstrong.
Vermont	Nashville	School for the Blind		237	E. E. Bramlette.
Virginia	{ Austin	Institution for the Deaf and Dumb and the Blind Colored Youth		55	J. J. Donaldson
Washington	{ Oden	School for the Deaf, and the Blind		34	F. M. Driggs.
West Virginia	Brattleboro	Austine School for the Blind		5	Helen G. Throckmorton.
Wisconsin	{ Staunton	School for the Deaf, and the Blind		76	W. A. Bowles.
Wyoming	{ Newport News	Virginia State School for Colored Deaf and Blind		38	Wm. C. Ritter.
	Vancouver	State School for the Blind		54	Sadie E. Hall.
	Romney	School for the Deaf and the Blind		83	Parley De Berry.
	Janesville	School for the Deaf		136	J. T. Hooper.
	Cheyenne	Institution for the Blind and the Deaf and Dumb			Dept. for the Blind not yet opened.

RESIDENTIAL SCHOOLS FOR THE BLIND IN CANADA.—Corrected February, 1916.

PROVINCE.	PLACE.	NAME.	SUPERINTENDENT.
Nova Scotia	Halifax	Halifax School for the Blind	C. F. Fraser.
Ontario	Brantford	Ontario Institution for the Education of the Blind	H. F. Gardiner.
Quebec	Montreal	Mackay Institution for Protestant Deaf Mutes and the Blind	Harriet E. Ashcroft.
Quebec	Montreal	Nazareth Institution for the Blind	Sister St. Eulalie.
Quebec	Montreal	School of the Montreal Association for the Blind	P. Gray.

PUBLIC SCHOOLS IN THE UNITED STATES HAVING PROVISION FOR THE CO-EDUCATION OF THE BLIND AND THE SIGHTED.—Corrected February, 1916.

STATE.	PLACE.	SUPERINTENDENT.	SUPERVISOR OR TEACHER.	WHEN ESTABLISHED.	PUPILS ENROLLED 1914-1915.
Illinois	Chicago	John D. Shoop	John B. Curtis	September, 1900	49
Michigan	Detroit	Chas. E. Chadsey	Fanny S. Fletcher	January, 1912	21
New Jersey	Jersey City	Henry Snyder	Clara M. Croff	December, 1911	8
New Jersey	Newark	A. B. Poland	Janet G. Paterson	November, 1910	15
New York	New York City	William H. Maxwell	Frances E. Moscrip	September, 1909	200
Ohio	Cincinnati	Randall J. Condon	Estelle Lawes	September, 1905	18
Ohio	Cleveland	J. M. H. Frederick	Robert B. Irwin	April, 1909	63
Ohio	Toledo	W. B. Guiteau	Ruth Brockway	February, 1915	10
Wisconsin	Milwaukee	Milton C. Potter	Carrie B. Levy	November, 1907	66
Wisconsin	Racine	Burton E. Nelson	Catharine M. Light	February, 1909	11
Total enrolment 1914-1915					461

LIST OF PUPILS.

DECEMBER 1ST, 1915.

FROM PENNSYLVANIA.

BOYS.

Accession No.	Names	Received	Counties
2324	Acton, Adam	1915	Philadelphia.
2263	Baranoski, George S.....	1913	Berks.
2049	Berninger, Percy E.	1906	Columbia.
2104	Bickel, Leroy A.	1907	Delaware.
2302	Bixel, Robert D.	1914	Lycoming.
2103	Bocella, Luigi	1907	Philadelphia.
1903	Bradford, Allyn M.	1903	Philadelphia.
2322	Braxton, Alger W.....	1915	Delaware.
2298	Brooks, Samuel F.	1914	Philadelphia.
1936	Brown, Albert Edward	1903	Philadelphia.
2111	Burth, John A.	1908	Dauphin.
2154	Carroll, Francis W.	1909	Montgomery.
2090	Chamberlain, George P.	1907	Montgomery.
2085	Copeland, James Monroe.....	1912	Philadelphia.
2157	Cross, Wilfred M.	1909	Luzerne.
2214	Davis, William	1911	Montgomery.
2248	de Moll, Rupert B.	1912	Philadelphia.
2057	Ditzler, Henry M.	1906	Montour.
2181	Doyle, John	1910	Philadelphia.
2238	Dutill, Samuel	1912	Montgomery.
2166	Elder, John Ross	1909	Montgomery.
2167	Fellman, Harry	1909	Philadelphia.
2316	Fraser, Robert J.....	1915	Philadelphia.
2320	Gabriele, Louis	1915	Philadelphia.
2120	Gantz, Charles G.	1908	Berks.
2270	Gavin, Martin Joseph.....	1913	Philadelphia.
2272	Gearhart, Kenneth C.....	1913	Clearfield.
2335	Geroskie, John	1915	Chester.
2323	Gritman, Earle E.	1915	Lackawanna.
2116	Hachenburg, George	1908	Philadelphia.
2268	Hadjehli, Joseph	1913	Philadelphia.
1922	Haggerty, Gerald	1903	Philadelphia.
2253	Harman, Lyle R.....	1913	Schuylkill.
2097	Hartman, Harry C.	1907	Franklin.
2002	Hepler, John	1905	Luzerne.
2206	Hoffman, Norman H.	1911	Berks.
2173	Huber, Alvin	1910	Lackawanna.
2336	Hull, Corson E.	1915	Philadelphia.
2131	Ireton, William H.	1908	Philadelphia.
2262	Jigerjian, Garabed	1913	Northumberland.
2251	Kechak, John	1913	Lackawanna.
2175	Kessler, Samuel	1910	Philadelphia.
2234	Krause, Michael	1912	Philadelphia.
2285	Lare, John Walter	1914	Montgomery.
2331	Layman, Dewey M.....	1915	Franklin.
2199	Lentz, Daniel H.	1911	Lebanon.
2252	Lichtenwalner, Arthur P.....	1913	Lehigh.

Accession No.	Names	Received	Counties
2169	Livingston, James F.	1910	Philadelphia.
2338	Marcu, Edward	1915	Philadelphia.
2243	Matchey, Wenzel	1912	Luzerne.
2125	McCann, Joseph	1908	Philadelphia.
2334	Mellor, Harry S.	1915	Philadelphia.
2164	Merkel, Herbert L. Y.	1909	Berks.
2150	Miller, Ralph S.	1909	Philadelphia.
2301	Monn, Clarence C.	1914	Franklin.
2148	Opie, Webster H.	1909	Philadelphia.
2299	Pearlman, Benjamin	1914	Philadelphia.
1925	Perry, Kenneth W.	1903	Luzerne.
2318	Radzevicz, Anthony	1915	Luzerne.
2192	Rank, Carl J.	1910	Union.
2292	Rettew, Charles Paul	1914	Dauphin.
2340	Rhoads, Herman H.	1915	Berks.
2142	Riley, Harry	1909	Philadelphia.
2102	Robbins, Henry Griffith	1907	Northampton.
2339	Rush, Harry F.	1915	Philadelphia.
2177	Saville, Carroll	1910	Chester.
2293	Schreffler, John Cameron	1914	Lycoming.
2333	Sillman, David	1915	Philadelphia.
2224	Silverberg, Mandel	1911	Philadelphia.
2282	Smith, Howard John	1913	Lycoming.
2294	Snyder, Chester	1914	Northumberland.
2230	Sobel, Benjamin	1912	Philadelphia.
2242	Spencer, Raymond	1912	Philadelphia.
2117	Sweeney, Edgar S.	1908	York.
2020	Swinburn, Lester E.	1905	Philadelphia.
2210	Taylor, William R.	1911	Philadelphia.
2056	Tinsley, William Sheridan	1906	Philadelphia.
2202	Torbert, Harold B.	1911	Lycoming.
2290	Vaughn, Gardner D.	1914	McKean.
2284	Wachhaus, Gustav	1913	Schuylkill.
2066	Ward, George Ernest	1906	Philadelphia.
2137	Webber, Russel O.	1909	Luzerne.
2145	Weigel, Theodore L.	1909	Lycoming.
2194	Weiner, Abraham	1910	Philadelphia.
2124	Wheeland, Ralph H.	1908	Lycoming.
1958	Williams, Archibald	1904	Luzerne.
2147	Wolf, Amos C.	1909	Lebanon.
2216	Young, John W.	1911	Philadelphia.
2332	Young, Paul C.	1915	Philadelphia.
2306	Zazimbowski, John	1915	Luzerne.

FROM OTHER STATES.

	Names	Received	States
2071	Briner, Edward C.	1906	New Jersey.
2276	Focer, Eugene H.	1913	New Jersey.
1849	Howard, Harold DeV.	1901	Oklahoma.
2006	Munis, Raymond	1905	Delaware.
2342	Pierce, Charles G.	1915	New Jersey.
2005	Pierce, Paul L.	1905	Delaware.
2296	Porter, Raymond L.	1914	Oklahoma.
2303	Pruitt, Robert E.	1914	China.
2300	Putnam, John Everett	1914	New Jersey.
2309	Steel, Henry A.	1915	New Jersey.
2236	Stults, Howard	1912	New Jersey.
2051	Willson, William S.	1906	New Jersey.

GIRLS.

Accession No.	Names	Received	Counties
2314	Agnew, Mary E.....	1915	Philadelphia.
2308	Allen, Dorothy I.....	1915	Montgomery.
2152	Allen, Margaret E. B.	1909	Philadelphia.
2000	Antonson, Dora R.	1905	McKean.
2250	Beckman, Mary C.	1912	Philadelphia.
1998	Biehl, Birdella R.	1905	Berks.
2093	Casey, Rose	1907	Lackawanna.
2264	Cimino, Mary Rosy.....	1913	Northampton.
2341	Dandridge, Marie	1915	Philadelphia.
2215	Darkes, Lily L.	1911	Lebanon.
2183	Drissel, Anna L.	1910	Philadelphia.
1982	Dunsmore, Catherine E.	1904	Delaware.
1997	Edwards, Alberta	1905	Lackawanna.
1897	Edwards, Elsie R.	1903	Philadelphia.
2266	Epstein, Violet May.....	1913	Lancaster.
2279	Eyerman, Irene	1913	Luzerne.
2259	Fabrio, Annie	1913	Lackawanna.
2321	Falkenstein, Helen R.....	1915	Philadelphia.
2274	Faulder, Martha Mary.....	1913	Schuylkill.
2326	Frederick, Mary J.....	1915	Northampton.
2343	French, Elizabeth B.....	1915	Philadelphia.
2118	Galbraith, Jennie Mildred	1908	Montgomery.
2143	Gerhart, Marion C.	1909	Bucks.
2229	Griffin, Meta	1912	Philadelphia.
2165	Gurtowska, Valieri	1909	Philadelphia.
2291	Hayes, Margaret M.	1914	Schuylkill.
2178	Hess, Louisa M.	1910	Philadelphia.
2288	Hinden, Lillian	1914	Lancaster.
2078	Hinkel, Lillian M.	1907	Berks.
1948	Hüttner, Florence M.	1904	Philadelphia.
2313	Keeley, Francis E.....	1915	Lehigh.
2044	Kelly, Genevieve	1906	Lackawanna.
2239	Keough, Annie C.	1912	Blair.
2237	Korkos, Annie	1912	Luzerne.
1979	Leib, Ruth D.	1904	Philadelphia.
2249	Linn, Willie Fay.....	1912	Philadelphia.
1904	Locuson, Agnes S.	1903	Philadelphia.
2337	Loux, Mary	1915	Philadelphia.
2212	Maida, Rose	1911	Philadelphia.
2327	Maitland, Saloma Marguerite.....	1915	Philadelphia.
2082	Mansfield, Nora I.	1907	Northampton.
2317	Matter, Amy K.....	1915	Clinton.
2028	Mazicha, Veronica	1905	Luzerne.
2123	McDonald, Mary	1908	Schuylkill.
2315	McHugh, Margaret	1915	Philadelphia.
2203	Moeller, Gertrude R.	1911	Philadelphia.
1873	Morris, Edith H.	1902	Philadelphia.
2207	Moyer, Lillie Helen	1914	Wyoming.
2283	Moyer, Marietta	1913	Wyoming.
2174	Nedzinski, Elizabeth L.	1910	Schuylkill.
2062	Ochs, Anna M.	1906	Lackawanna.
1933	Pass, Grace E.	1903	Montgomery.
2227	Pauley, Eva May.....	1912	Lehigh.
2260	Pauley, Verna A.....	1913	Lehigh.
2278	Pieczynski, Catherine	1913	Philadelphia.
2277	Purnell, Hattie Viola.....	1913	Delaware.
2240	Putt, Lillie A.	1912	Berks.
2094	Rex, Gertrude P.	1907	Schuylkill.
2007	Roddy, Mary Ida	1905	Philadelphia.
2307	Rose, Eva	1915	Philadelphia.

Accession No.	Names	Received	Counties
2168	Row, Grace M.	1910	Schuylkill.
2149	Rowen, Carrie	1909	Philadelphia.
2144	Rutherford, Irma	1909	Philadelphia.
2200	Saville, Catherine	1911	Chester.
2231	Saville, Margaret Mildred.....	1912	Chester.
2197	Schwent, Catharine M.	1911	Philadelphia.
2196	Searles, Jennie M.	1911	Philadelphia.
2004	Sears, Ida May	1905	Philadelphia.
2122	Sechler, Beatrice J.	1908	Lehigh.
2156	Smith, Helen I.	1909	Dauphin.
2208	Smith, Mabel	1911	Philadelphia.
2185	Staub, Rose H.	1910	Crawford.
2260	Stern, Ella May.....	1913	Chester.
2271	Stevenson, Myrtle E.....	1913	Northumberland.
2319	Tangert, Anna Grace.....	1915	Lancaster.
2219	Tasch, Katherine	1912	Philadelphia.
2188	Telesco, Angelina	1910	Lackawanna.
1986	Trask, Mildred E.	1904	Potter.
2146	Turner, Ruth C.	1909	Philadelphia.
2205	Watts, Katharine Lenore	1911	Dauphin.
2014	Weidert, Ruth C.	1905	Elk.
2257	Whitaker, Virginia	1913	Philadelphia.
2198	Wilkey, Julia Pauline	1911	Lancaster.
2325	Williams, Ruth E.....	1915	Columbia.

FROM OTHER STATES.

	Names	Received	States
2328	Abel, Laura E.	1915	New Jersey.
2330	Brown, Pearl P.	1915	Florida.
2217	Burnett, Grace B.	1911	New Jersey.
2084	Burrows, Marion C.	1907	Delaware.
2141	Carey, Mildred	1909	Delaware.
2329	Carty, Patience E.....	1915	New Jersey.
2281	Dillett, Izetta	1913	New Jersey.
2127	Hyatt, Lavada	1908	New Jersey.
2009	Jones, Jeanette	1905	New Jersey.
2193	Kellert, Frances M.	1910	Quebec, Can.
2265	King, Maria B.	1913	Delaware.
1965	Kulp, Bessie E.	1904	New Jersey.
2086	Lybrand, Christiana	1907	New Jersey.
2247	Mahan, Martha Lucile.....	1912	Alabama.
2221	Simmons, Ruth B.	1911	New Jersey.
2155	Welch, Catherine M.	1909	Delaware.

Total number of pupils in above list:

Boys	102
Girls	100
	202

AVERAGE AGE OF THE ABOVE PUPILS.

Boys.....	14 years, 9 months.
Girls.....	14 years, 6 months.

HOME INMATES.

Names	Admitted as pupils	Received into the Home	States
Boyer, Emma	1854	1863	Pennsylvania.
Gutzlaff, Fanny	1843	1851	China.
Gutzlaff, Jessie D.	1861	1869	China.



HISTORICAL PAGEANT
Dutch Dance

MUSICALE

By Pupils of
THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

AT THE SCHOOL
Tuesday Evening, December 1st, 1914
At Eight o'clock

PROGRAM

1. ORGAN—Sonata No. 2*Mendelssohn*
RAYMOND E. HUMMEL
2. PIANO—To Spring*Grieg*
STELLA PHILLIPS
3. PIANO—Nocturne in E flat.....*Chopin*
ALLYN M. BRADFORD
4. PIANO—Butterflies*Grieg*
WILLIE FAY LINN
5. VOCAL TRIOS—
 - a. Cobwebs*Smith*
 - b. My Honey*Lynes*

STELLA PHILLIPS
MARY I. RODDY

ROSE M. STAUB
6. PIANO—
 - a. Capriccio*Scarlatti*
 - b. Prelude*Rachmaninoff*

M. LUCILE MAHAN
7. PIANO—
 - a. Venitienne*Godard*
 - b. Polonaise*Lack*

VIRGINIA WHITAKER
8. PIANO—Concerto in G Minor (Two Movements)...*Mendelssohn*

Allegro
Andante

EDITH H. MORRIS
9. VOCAL—
 - a. Verborgenheit*Wolf*
 - b. The Birth of Morn.....*Leoni*

M. LUCILE MAHAN
10. PIANO—Ballade in A flat.....*Chopin*
FRANK F. ODENATH
11. VOCAL—Sunset*Thomas*

M. LUCILE MAHAN
STELLA PHILLIPS

EDITH H. MORRIS
BESSIE E. KULP

A MUSICALE

Given by Pupils of
THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

AT THE SCHOOL
Monday Evening, February 1st, 1915
At Eight o'clock

PROGRAM

1. PIANO SOLO—Columbine*Delahaye*
HERBERT L. Y. MERKEL
2. PIANO SOLO—The Frogs' Carnival.....*Eilenberg*
RUTH C. TURNER
3. SONG—Joy of the Morning.....*Ware*
EDITH H. MORRIS
4. PIANO SOLO—Concerto in D Minor (Last Movement)..*Mendelssohn*
ROSE H. STAUB
5. DUET—Army and Navy.....*Cooke*
HARRY C. HARTMAN FRANK F. ODENATH
6. PIANO SOLO—In the Forge.....*Jungmann*
GEORGE P. CHAMBERLAIN
7. PIANO SOLO—Hortensia*Lange*
HARRY M. DITZLER
8. CHORUS—The Vagabonds*Faning*
9. PIANO SOLO—Second Waltz*Godard*
GEORGE HACHENBURG
10. PIANO SOLO—Impromptu*Reinhold*
BESSIE E. KULP
11. SEPTETTE—Like a Cradle Rocking.....*Ambrose*
12. PIANO SOLOS—Carnaval Mignon.....*Schuett*
 - a. Prelude
 - b. Tristesse de Colombine
 - c. Caprice SganarelleEDITH H. MORRIS
13. SONG—The Trumpeter*Dir*
KENNETH W. PERRY
14. PIANO SOLO—Arpeggio Valse*Crawford*
IDA MAY SEARS
15. PIANO SOLO—Autumn*Moszkowski*
FRANK F. ODENATH
16. SEMI-CHORUS—Spring Song*Saint Saens*

By Pupils of
THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

By Pupils of

THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

AT THE SCHOOL

Thursday Evening, May 20th, 1915

At Eight o'clock

1. CHORUS—Springtime Waltz*Wooler*
CHILDREN'S CHORUS

2. PIANO—In Stately Measure.....*Aletter*
RUTH TURNER CATHERINE SAVILLE
ANNA OCHS LOUISE HESS

3. PIANO—The Swing*Cramm*
HELEN I. SMITH

4. PIANO—Marche Militaire*Sartorio*
CATHERINE SAVILLE

5. PIANO—Rain Pitter Patters*Dutton*
ANNA OCHS

6. PIANO—The Little Prince Waltz.....*Krogmann*
MILDRED CAREY VALIERI GURTOWSKA

7. SONGS—
a. Daisies
b. Poppies }*Riley and Gaynor*
c. Sweet Peas }
CHILDREN'S CHORUS

8. PIANO—The Dancing Lesson*Ducelle*
WILLIAM DAVIS

9. PIANO—Blue Bell Rondo*Thorne*
LOUISE HESS

10. PIANO—Giants*Rogers*
IRMA RUTHERFORD

11. PIANO—Valse Mignonne*Wachs*
IRMA RUTHERFORD BIRDELLA R. BIEHL

12. CHORUS—Morning Glory Bells*Gaynor*
CHILDREN'S CHORUS
13. PIANO—The Goblin's Revelry*Eilenberg*
RUTH TURNER
14. PIANO—Flirtation*Berger*
IDA SEARS
15. PIANO—May Party Dance.....*Streabbog*
ABRAHAM WEINER
16. PIANO—Rustic Dance*von Wilm*
MARY M'DONALD IDA SEARS
CATHERINE E. DUNSMORE LOUISE HESS
17. PIANO—Birdling*Grieg*
MARY RODDY
18. CHORUS—Boating*Gaynor*
CHILDREN'S CHORUS
19. PIANO—Polish Dance*Thome*
MARION C. BURROWS
20. PIANO—Danse Moderne*Dennee*
FLORENCE HÜTTNER MARION C. BURROWS
21. PIANO—Sirens*Rogers*
MARY M'DONALD
22. CHORUS—Hickory, Dickory, Dock*Gaynor*
CHILDREN'S CHORUS

THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

RECITAL

By Advanced Pupils of the Music Department

AT THE SCHOOL

Thursday Evening, May 27th, 1915

At 8.15

PROGRAM

1. ORGAN—Sonata No. 3 (First Movement)*Guilmant*
FRANK F. ODENATH
2. PIANO—Bourree*Bach*
GEORGE HACHENBURG
3. SONG—April Morn*Batten*
EDITH H. MORRIS
4. PIANO—
a. The Spinning Wheel*Raff*
b. Senta's Ballad, from "The Flying Dutchman"..*Wagner-Schuett*
M. LUCILE MAHAN
5. PIANO—Sonata in C Minor (2d Piano by Edvard Grieg)..*Mozart*
a. Larghetto
b. Allegro
HARRY C. HARTMAN
6. DUET—Underneath the Trees*Newton*
BESSIE E. KULP AND STELLA PHILLIPS
7. PIANO—Spanish Gypsy Dance*Decevee*
WILLIE FAY LINN
8. PIANO—Sonata in E Minor*Grieg*
a. Andante con Moto
b. Allegro
EDITH H. MORRIS
9. PIANO—Valse: "A la Bien Aime".....*Schuett*
BESSIE E. KULP
10. SONG—Ave Maria*Bruch*
M. LUCILE MAHAN
11. PIANO—
a. Sketch*Bird*
b. Moonshine*Macdowell*
c. Sextet from "Lucia" (for Left Hand).....*Leschetitzky*
ROSE H. STAUB
12. PIANO—Concerto in A Minor (First Movement).....*Schumann*
FRANK F. ODENATH
13. ORGAN—Festive March*Smart*
HERBERT L. Y. MERKEL
14. SEMI CHORUS—
a. Last Night*Kjerulf*
b. Spring Song*Weil*

FLAG RAISING
AT
THE SCHOOL FOR THE BLIND
OVERBROOK, PA.

Saturday Morning, May 29th, 1915

At Nine o'clock

"To the Color" Trumpet Signal

Pledge to the Flag:

I pledge allegiance to my flag,
And to the republic for which it stands;
One nation indivisible
With liberty and justice for all.

The Song of the Flag.....*Hezekiah Butterworth*
GUSTAVE WACHHAUS

The Origin and Development of Our Flag.....*A. W. Whitmarsh*

The Earliest Mention of the Stars and Stripes

EVA ROSE

The First National Standard

ROSE MAIDA

The First Naval Flag

ANGELINA TELESKO

The Flag of Bunker Hill

ANNA DRISSEL

The Betsy Ross Flag

LOUISE HESS

When Our Flag Was First Officially Unfurled

MILDRED CAREY

The First Alterations to Our Flag

META GRIFFIN

The Final Alterations to Our Flag

MARION GERHART

The Star Spangled Banner.....*Arnold*

CHORUS

The American Flag.....*Jos. Rodman Drake*

CHARLES GANTZ

The Flag the Emigrants Cheered.....*Hezekiah Butterworth*

PEARL GRANT

Our Flag

BOYS OF THE SECOND GRADE

America*Key*

CHORUS

FIFTEENTH ANNUAL ENTERTAINMENT

OF THE

YOUNG SINGERS' GLEE CLUB

In the Auditorium of

THE SCHOOL FOR THE BLIND

OVERBROOK

Tuesday Evening, June 1st, at 8.15

"THE MIKADO"

PROGRAM

DRAMATIS PERSONÆ

THE MIKADO OF JAPAN.....GEORGE HACHENBURG
HIS SON (disguised as Nanki-Pooh) in love with Yum-Yum,
JACOB P. BAUSCH
(substituting)
KO-KO, the Lord High Executioner.....EARL W. RODKEY
POOH-BAH, Lord High Everything Else.....KENNETH W. PERRY
PISH-TUSH, a Nobleman.....BERNARD W. WEIDERT
YUM-YUM } Wards of Ko-Ko..... { HARRY M. DITZLER
PITTI-SING } { HAROLD V. HEARN
PEEP-BO } { WENZEL MATCHEY
KATISHA (an elderly lady, in love with Nanki-Pooh)
HARRY C. HARTMAN
Chorus of School Girls, Nobles, Guards and Coolies

MR. JACOB P. BAUSCH, Director

MR. FRANK ODENATH, Accompanist

MRS. MAY D. SUMMERS, Stage Manager

OVERTURE MR. FRANK ODENATH

Scene: In Japan

ACT I

CHORUS OF MEN—If You Want to Know Who We Are,
Japanese Nobles
SONG AND CHORUS—A Wand'ring Minstrel, I.....Nanki-Pooh
SONG AND CHORUS—Our Great Mikado.....Pish-Tush
SONG—Young Man Despair,
Pooh-Bah (with Nanki-Pooh and Pish-Tush)
RECITATION—And Have I Journeyed For a Month or Nearly,
Nanki-Pooh and Pooh-Bah
CHORUS WITH SOLO—Behold the Lord High Executioner.....Ko-Ko
SONG AND CHORUS—As Some Day It May Happen.....Ko-Ko
CHORUS—Comes a Train of Little Ladies..Yum-Yum's School Fellows

DECLAMATION CONTEST

BY MEMBERS OF THE BOYS' SCHOOL

Given at

THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

Tuesday Evening, June 8th, 1915, at 8.15

PROGRAM

Spartacus to the Gladiators.....*Kellogg*

ALLYN M. BRADFORD

How the La Rue Stakes Were Lost.....*Hood*

G. ERNEST WARD

The Lost Word*Van Dyke*

PERCY E. BERNINGER

The Evil of War*Channing*

PAUL L. PIERCE

The Honor of the Woods.....*Murray*

GEORGE HACHENBURG

Arraignment of Catiline*Cicero*

ROBERT FRUITT

Jimmy Hayes and Muriel.....*O. Henry*

CORNELIUS BOYLE

Supposed Speech of John Adams on the Declaration of Independence,
Webster

HARRY C. HARTMAN

JUDGES

MR. LEWIS J. PALMER

MR. GEORGE HERMANN BORST

MISS ALICE E. BENNETT

First Prize: GEORGE HACHENBURG

Second Prize: HARRY C. HARTMAN

Honorable Mention: G. ERNEST WARD

PERCY E. BERNINGER

HISTORICAL PAGEANT

By the Pupils of

THE PENNSYLVANIA INSTITUTION FOR THE INSTRUCTION OF THE BLIND

ON THE LAWN OF THE SCHOOL AT OVERBROOK

Saturday Afternoon, June 5th, 1915, at 2.30

CAST OF CHARACTERS

THE HERALD

FRANCIS GRAVES

TRUMPETER

HARRY HARTMAN

STANDARD BEARERS

Pauline Wilkey

Mabel Smith

QUEEN OF THE PAGEANT

Genevieve Caulfield

PAGES

Ella May Stern

Garabed Jigerjian

FLOWER GIRLS

Birdella Biehl
Mildred Carey
Anna Drissel
Mildred Galbraith
Valieri Gurtowska
Louise Hess
Florence Hüttner
Lavada Hyatt

Willie Fay Linn
Rose Maida
Gertrude Moeller
Helen Moyer
Marietta Moyer
Anna Ochs
Mary Roddy
Eva Rose

Grace Row
Carrie Rowan
Irma Rutherford
Catherine Saville
Beatrice Sechler
Helen Smith
Angelina Telesco
Ruth Turner

SPIRITS OF THE SEASONS

SPRING

Dora Antonson Agnes Locuson Ida Sears Ruth Simmons

SUMMER

Lula Allison Pearl Grant Bessie Kulp Gussie Horner

AUTUMN

Lillian Hinkel Jennie Searles Mildred Trask Edith Winkel

WINTER

Ruth Leib Christiana Lybrand Rose Staub Lenore Watts

LADIES-IN-WAITING

Oriella Dangle Lucile Mahan Edith Morris Catherine Welch

STANDARD BEARERS

Mary Agnew

Frances Kellert



HISTORICAL PAGEANT

The Minnet

Episode I

CHIEF HATAWATON	Herbert Hartung
PATAKOCKE	Clarence Jones
METATA	Griffith Robbins
MISAKOTA	Raymond Munis
KOWPOEN	Joseph Hadjehli
ANCHEKE	Russell Webber

INDIAN BRAVES

Jacob Bausch	Gerald Haggerty	Harold Torbert
Leroy Bickel	John Hepler	Archibald Williams
Louis Bocella	Daniel Lentz	William Willson
Monroe Copeland	Earl Rodkey	

INDIAN SQUAWS

John Burth	Francis Carroll	Theodore Oakes
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INDIAN CHILDREN

Harry Ditzler	Lyle Harman	Raymond Spencer
John Ross Elder	Webster Opie	Abraham Weiner
Kenneth Gearhart	Carl Rank	Amos Wolf
Joseph Gavin	Carroll Saville	John Zazimbowski

Episode II

SCENE I

CAPTAIN HENDRICKSON	Bernard Weidert
CHIEF WHITAHAKE	Benjamin Sobel

DUTCHMEN

Harry Fellman	Mandel Silverberg	Ernest Ward
Raymond Hummel	Edgar Sweeney	Ralph Wheeland
Frank Odenath	William Taylor	

SCENE II

PETER MINUIT	Gustav Wachhaus
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SWEDES

Edward Briner	James Livingston	Lester Swinburn
Edward Brown	Herbert Merkel	Edward Tremple
Eugene Focer		

Episode III

SCENE I

WILLIAM MARKHAM	Gardner Vaughn
THOMAS HOLME	Wilfred Cross
SIMON EVANS	Sheridan Tinsley
DR. EDWARD JONES	Paul Pierce
WILLIAM EDWARDS	Percy Berninger
EDWARD AP REESE	Allyn Bradford
CHIEF WINGEBONE	Kenneth Perry

SCENE II

WILLIAM PENN	Harold Howard
DR. THOMAS WYNNE	William Ireton
NICHOLAS WALN	Alvin Huber
REV. JACOB FABRITUS	Cornelius Boyle
JOHN FISHER	Howard Stults
DAVID OGDEN	Norman Hoffman
JOHN AP THOMAS	Lynn Parsons
HUGH ROBERTS	Wenzel Matchey
WILLIAM WARNER	William Willson

QUAKER WOMEN

George Chamberlain Charles Gantz Henry Steele

QUAKER CHILDREN

William Davis	Joseph McCann	Theodore Weigel
Harold Hearn	Ralph Miller	John Young
Samuel Kessler	Rupert De Moll	

Episode IV

SCENE I

ABRAHAM STREEPER	Ernest Ward
MRS. STREEPER	Robert Pruitt
DAVID JONES	Monroe Copeland

QUAKERS

Howard Burritt Harry Hartman

NON-QUAKERS

Jacob Bausch	Edward Briner	Robert Burritt	Daniel Lentz
	Edward Tremple		

CHILDREN

Harry Ditzler Arthur Lichtenwalner

SCENE II

MRS. JONES	Mabel Colvin
MRS. SMITH	Veronica Mazicha
MRS. GEORGE	Virginia Whitaker

COLONIAL DAMES

Amy Halfpenny Edith Manning Grace Pass Ruth Weidert

CHILDREN

Dorothy Allen Helen Fox Meda Hoffman Margaret McHugh

MAIDS

Jeanetta Jones Hattie Viola Purnell

MINUET

Anna Drissell	Helen Moyer	Beatrice Sechler
Mildred Galbraith	Eva Rose	Angelina Telesco
Gertrude Moeller	Grace Row	

WELSH DANCE

Birdella Biehl	Irene Eyerman	Mary McDonald
Izetta Dillett	Marion Gerhart	Elizabeth Nedzinski
Alberta Edwards	Meta Griffin	
Elsie Edwards	Catherine Keough	

DUTCH DANCE

Marion Burrows	Genevieve Kelly	Caroline Sabo
Rose Casey	Anna Korkos	Catherine Schwent
Lily Darks	Helen McClellan	
Martha Faulder	Gertrude Rex	

SWEDISH DANCE

Margaret Allen	Ruth Leib	Jennie Searles
Dora Antonson	Agnes Locuson	Ruth Simmons
Pearl Grant	Christiana Lybrand	Mildred Trask
Lillian Hinkel	Nora Mansfield	Lenore Watts
Gussie Horner	Justina Miller	
Bessie Kulp	Stella Phillips	

ATHLETIC CONTEST

between

Two Teams of the Athletic Association

BOYS' SCHOOL

Tuesday, May 11, 1915, at 4 P. M.

EVENTS

1. Standing broad jump

Won by JAMES MONROE COPELAND. Distance, 9 ft. 1½ in.

Second, WILFRED CROSS. Distance, 9 ft.

Third, BERNARD WEIDERT. Distance, 8 ft. 6 in.

2. Hop, step, and jump

Won by JAMES MONROE COPELAND. Distance, 22 ft. 10 in.

Second, WILFRED CROSS. Distance, 22 ft. 7 in.

Third, ERNEST WARD. Distance, 22 ft. ½ in.

3. Sixty-yard dash

Won by JAMES MONROE COPELAND. Time, 7 sec.

Second, ERNEST WARD. Time, 7 2-5 sec.

Third, CLARENCE JONES. Time, 7 3-5 sec.

4. Three consecutive broad jumps

Won by JAMES MONROE COPELAND. Distance, 27 ft. 8 in.

Second, WILFRED CROSS. Distance, 26 ft. ½ in.

Third, BERNARD WEIDERT. Distance, 26 ft.

5. High jump

Won by JAMES MONROE COPELAND. Distance, 3 ft. 11½ in.

Second, BERNARD WEIDERT. Distance, 3 ft. 11 in.

Third, WILFRED CROSS. Distance, 3 ft. 10 in.

Final score:

First, JAMES MONROE COPELAND..... 25 points

Second, WILFRED CROSS..... 10 points

Third, BERNARD WEIDERT 5 points

Winner of the Judge Martin Cup for the year 1915—JAMES MONROE COPELAND.

EIGHTH ANNUAL ATHLETIC CONTEST

of

AMERICAN SCHOOLS FOR THE BLIND

To be held under the auspices of the

National Athletic Association of Schools for the Blind

EACH SCHOOL WILL COMPETE ON ITS OWN ATHLETIC FIELD

Athletic Field

SCHOOL FOR THE BLIND, OVERBROOK, PA.

Saturday, May 15, 1915, at 10 A. M.

The boys are entered in the several classes according to their weight.

CLASS A

140 pounds or over

EVENTS

Standing broad jump

Sixteen-foot rope climb

Hop, step and jump

Seventy-five yard dash

CONTESTANTS

Francis Graves
Raymond Hummel

Benjamin Sobel
Gardner Vaughn

Bernard Weidert

CLASS B

125 to 139 pounds inclusive

EVENTS

Standing broad jump

Sixteen-foot rope climb

Three consecutive jumps

Sixty-yard dash

CONTESTANTS

Percy Berninger
Leroy Bickel
Louis Bocella
Cornelius Boyle
Allyn Bradford
Monroe Copeland

George Hachenburg
John Hepler
Norman Hoffman
William Ireton
Daniel Lentz
Frank Odenath

Kenneth Perry
Mandel Silverberg
Harold Torbert
Ernest Ward
William Willson

CLASS C

110 to 124 pounds inclusive

EVENTS

Standing broad jump

Three consecutive jumps

Fifty-yard dash

CONTESTANTS

Edward Briner
Edward Brown
Wilfred Cross
Eugene Focer
Joseph Hadjehli
Gerald Haggerty

Alvin Huber
Clarence Jones
James Livingston
Wenzel Matchey
Robert Pruitt
Howard Stults
Archibald Williams

Edgar Sweeney
Lester Swinburn
William Taylor
Sheridan Tinsley
Edward Tremple
Gustav Wachhaus

CLASS D

90 to 109 pounds inclusive

EVENTS

Standing broad jump

Basket ball throw

Forty-five-yard dash

CONTESTANTS

Francis Carroll
George Chamberlain
Charles Gantz
Arthur Lichtenwalner

Herbert Merkel
Raymond Munis
Theodore Oakes
Paul Pierce

Griffith Robbins
Henry Steele
Russell Webber
Ralph Wheeland

CLASS E

Under 90 pounds

EVENTS

Standing broad jump

Forty-yard dash

CONTESTANTS

John Burth
William Davis
Rupert De Moll
Harry Ditzler
Ross Elder
Kenneth Gearhart
Lyle Harman

Harold Hearn
Samuel Kessler
Joseph McCann
Ralph Miller
Webster Opie
Carl Rank
Carroll Saville

Raymond Spencer
Amos Wolf
Theodore Weigel
Abraham Weiner
John Young
John Zazimbowski

OFFICIALS

JUDGES

MR. O. V. DAVIS, Director Y. M. C. A. West Phila. Branch
MR. C. E. VAN DEWALKER, Supt. Wayfarers' Lodge
MR. A. V. EMMETT, Y. M. C. A. Wayfarers' Lodge

CLERK

MISS BERTHA N. WILCOX

FIELD MARSHALS

MR. J. P. BAUSCH

MISS HELEN AUBRY

MR. HERBERT HARTUNG

MISS HARRIET E. TOTMAN

ATHLETIC CONTEST

between

The Athletic Association of the Perkins Institution for the
Blind, Boston

and

The Athletic Association of the Overbrook School for the
Blind

Held on the

ATHLETIC FIELD OF THE SCHOOL FOR THE BLIND
AT OVERBROOK

on

Saturday, June 12th, 1915, at 2.30 P. M.

EVENTS

1. One standing broad jump

Won by JAMES MONROE COPELAND (Overbrook). Distance, 9 ft. 5 in.
Second, WILFRED CROSS (Overbrook) } Tied Distance, 9 ft. 2 in.
JOSEPH HAYDEN (Perkins)

2. Seventy-five-yard dash

Won by JAMES MONROE COPELAND (Overbrook). Time, 8 1-15 sec.
Second, WILFRED CROSS (Overbrook) } Tied Time, 9 sec.
ERNEST WARD (Overbrook)

3. Three consecutive jumps

Won by JAMES MONROE COPELAND (Overbrook). Distance, 28 ft. 1 in.
Second, BERNARD WEIDERT (Overbrook). Distance, 28 ft. 6 in.
Third, ERNEST WARD (Overbrook). Distance, 27 ft. 3 in.

4. Eight pound shot put

Won by JOHN ABBOTT (Perkins). Distance, 34 ft.
Second, JAMES FULTON (Perkins). Distance, 33 ft.
Third, JAMES MONROE COPELAND (Overbrook). Distance, 32
ft. 11 in.

5. Fifty-yard dash

Won by JAMES MONROE COPELAND (Overbrook). Time, 6 sec.
Second, WILFRED CROSS (Overbrook) } Tied Time, 6 1-5 sec.
ERNEST WARD (Overbrook)

6. Standing high jump

Won by JOHN ABBOTT (Perkins). Distance, 4 ft. 2 in.
Second, BERNARD WEIDERT (Overbrook). Distance, 4 ft. 1 in.
Third, JAMES FULTON (Perkins). Distance, 3 ft. 10 in.

Final score:

Overbrook 37 points
Perkins 17 points



HISTORICAL PAGEANT
The Tea Party

CLOSING EXERCISES

KINDERGARTEN BUILDING

Thursday, June 10th, 1915

At Three o'clock

SONG—Beautiful Birds

PRAYER

SONG—Bird Band

RECITATION—Robin Redbreast.....Myrtle Stevenson

FINGER PLAY—Little Brown Sparrows.....Kindergarten Class

DUET—Counting Lesson.....Paul Rettew and Frances Keeley

SONG—Birdies' Ball

RECITATION—The Tree Toad.....Dorothy Allen

RECITATION—The Duel.....Connecting Class

SONG—The Ragman

READING—Selection from Pinocchio.....Harry Riley

SONG—The Water Lily

RECITATION—Flower Chorus.....Eight Members of Connecting Class

SONG—Pretty Little Violets

RECITATION—The Night Wind.....Paul Young

DUET—The Daisies.....Lillie Putt and Myrtle Stevenson

SONG—The Orchard

RECITATION—My Neighbor Margaret Hayes

SONG—The Boat

RECITATION—Wynken, Blynken, and Nod.....Verna Pauley

SOLO—The New Moon.....Everett Putnam

INTERMISSION

DIALOGUE—The Boy Who Hates Trees.....First Grade

GAMES.....First Grade

MARCHING AND GAMES.....Kindergarten and Connecting Class

LULLABY Katherine Tasch

SONG—Swing Cradle Swing

GRADUATION EXERCISES OF THE 83D YEAR

Thursday Morning, June 15th, 1915

At Ten-thirty

PROGRAM

ORGAN—Sonata No. II.....*Mendelssohn*
RAYMOND ELVYN HUMMEL

PIANO—Valse Brillante.....*La Forge*
ROSE HILDAGARDE STAUB

ESSAY—The Development of Piano Playing
ALLYN MAIR BRADFORD

CHORUS—In May.....*Parker*
GIRLS' CHORUS

DECLAMATION—The Bell of Zanora.....*Rose*
GERALD J. HAGGERTY

VOCAL—Delight*Luckstone*
M. LUCILE MAHAN

ESSAY—Drama as a Factor in Our Training
CHRISTIANA TODD LYBRAND

"Sleep-walking Scene" from Macbeth
LADY MACBETH Stella Phillips
THE DOCTOR Christiana Todd Lybrand
THE NURSE.....Caroline Sabo

PIANO—Reverie*Schuett*
FRANCIS FARR ODENATH

CHORUS—The March of the Men of Harlech.....*Old Welsh*
THE SCHOOL

PRESENTATION OF DIPLOMAS AND AWARD OF PRIZES
By JOHN CADWALADER, ESQ., President of the Board of Managers

ALUMNAE SONG—Alma Mater
Words by AMY K. HALFPENNY, Class of 1904
Music by SOPHIA JOSEPHINE GRABOWSKI, Class of 1908
THE ALUMNAE

Auld Lang Syne
THE SCHOOL

*Graduates of the Class of 1915, with Titles of
Graduation Essays*

CHRISTIANA TODD LYBRAND.....	Drama as a Factor in Our Training
EDITH HOLMES MORRIS.....	Robert Browning's Interest in Music
ROSE HILDAGARDE STAUB,	
Wagner's Relation to the Development of Opera	
ALLYN MAIR BRADFORD.....	The Development of Piano Playing
FRANCIS S. GRAVES.....	Coal Mining
GERALD J. HAGGERTY.....	Report of the General Board of Education
KENNETH WESLEY PERRY.....	Farming
BERNARD WILLIAM WEIDERT,	
The Life Saving Service of the United States	

Class Motto:

Vinco

Class Colors:

Blue and Gold

Pupils Receiving the Diploma in Music:

RAYMOND ELVYN HUMMEL, Class of 1908
FRANCIS FARR ODENATH, Class of 1912

Pupils Receiving the Diploma in Piano Tuning:

FRANCIS S. GRAVES, Class of 1915
RAYMOND ELVYN HUMMEL, Class of 1908
FRANCIS FARR ODENATH, Class of 1912
EARL W. RODKEY, Class of 1914
EDWARD HENRY TREMPLE
BERNARD WILLIAM WEIDERT, Class of 1915

*Graduating Pupils Receiving the J. Francis Fisher
Prize for Scholarship:*

EDITH HOLMES MORRIS ALLYN MAIR BRADFORD

*Pupil Receiving the J. B. Hammond Special Prize—
A Typewriter to the Successful Pupil in the Annual Contest
in Typewriting:*

EDITH HOLMES MORRIS

*Pupils Receiving the Harrison Prize for Patience, Assiduity
and Sustained Effort in the Industrial Department:*

GUSSIE M. HORNER CLARENCE JONES

LIST OF PUBLICATIONS IN AMERICAN BRAILLE.*

(Stereotyped by various schools and societies from February 1, 1915, to February 1, 1916. Lists of publications previous to February 1, 1915, will be mailed upon application.)

Explanation of Abbreviations and Signs.

Letters indicate the schools and societies by which the books have been embossed:

- "A"—American Printing House for the Blind, Louisville, Ky.
- "B"—Perkins Institution and Massachusetts School for the Blind, Watertown, Mass.
- "C"—Public School Classes, Chicago, Ill. John B. Curtis, Supervisor.
- "Cl"—Public School Classes, Cleveland, Ohio. Robert B. Irwin, Supervisor.
- "G"—School for the Blind, Gary, South Dakota.
- "J"—School for the Blind, Jacksonville, Ill.
- "L"—School for the Blind, Lansing, Mich.
- "M"—Public School Classes, Milwaukee, Wis. Miss Carrie B. Levy, Instructor.
- "N. Y."—Public School Classes, New York City, N. Y. Miss Frances E. Moscrip, Inspector of Classes for the Blind.
- "O"—Pennsylvania Institution for the Instruction of the Blind, Overbrook, Pa.
- "P"—Western Pennsylvania Institution for the Blind, Pittsburgh, Pa.
- "R"—Public School Classes, Racine, Wis. Miss Catharine M. Light, Instructor.
- "S"—School for the Blind, St. Louis, Mo.
- "X"—Xavier Braille Publication Society for the Blind, Chicago, Ill.

SERIES OF CLASSICS EMBOSSED, AND PUBLISHERS.

- "E. E. C." Eclectic English Classics—American Book Co.
- "R. L. S." Riverside Literature Series—Houghton, Mifflin & Co.
- "C. for C." Classics for Children—Ginn & Co.
- "S. E. C." Standard English Classics—Ginn & Co.
- "H. C. R." Historic Classic Readings—Effingham, Maynard & Co.

Three sizes of plates are in common use: "L", large (12½x9½ in.); "M", medium (10½x8¾ in.); and "S", small (9½x5¾ in.)

Figures indicate the number of volumes; "p" pamphlet; "ps" pamphlets; "l" leaflet. A volume contains over 40 pages; a pamphlet not less than 15 or more than 40 pages; a leaflet less than 15 pages.

Books marked thus (*) are printed with contractions; books marked thus (‡) are printed with and without contractions; all others are printed with full spelling. Books marked thus (°) are interpointed.

The plates of all books marked thus (†) are at the American Printing House for the Blind, Louisville, Ky., whence books are obtainable. Plates of all books not so marked are retained by the schools and societies by which they were embossed.

NOTE.—The information concerning the titles in this list was supplied by the organizations that have embossed the various books. It has been secured only with considerable labor and correspondence. It is not probable that all the information is entirely correct; as errors are discovered we shall appreciate it if they are called to our attention.

NOTE.—BRAILLE MUSIC.—We do not emboss music, which is embossed in considerable quantities at Watertown and Jacksonville. For information, address Director Edward E. Allen, Perkins Institution and Massachusetts School for the Blind, Watertown, Mass., and Supt. Robert W. Woolston, Illinois School for the Blind, Jacksonville, Ill.

* Between 1895 and 1909 the complete list of titles in American Braille appeared in each annual report. Since 1909 there have been included in the annual report only the titles of those books and pamphlets that have been embossed during the current year.

	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
Periodicals					
* The red and white. (A magazine published quarterly by the Alumni Association of the Pennsylvania Institution for the Instruction of the Blind, Overbrook, Pa.....)	O	1916	L	17	p
Lists of Books					
† Pennsylvania Institution for the Instruction of the Blind. List of publications in American Braille	O	1915	L	102	1
Religion and Ethics					
* Crosby, Fanny. Selections from hymns.....	P	1915	M	51	1
* New testament. Vols. III, IV and V. (Catholic edition)	X	1915	L	334	3
* Stadelman, Rev. Joseph M., compiled. Little mass book	X	1915	S	71	1
Sociology					
Judson, Harry Pratt. Young America. Maynard, Merrill & Co., 1897 (in press).....	J	1915	M		
Sheinmell, L.S., Ph.D. The government of the United States, 1912. Charles R. Merrill Co. (in press).....	N. Y.	1915	M	250	3
Education					
†* Burritt, Olin H. Tendencies in work for the blind in America in the twentieth century. (Reprinted from the 82nd Annual Report of the Pennsylvania Institution for the Instruction of the Blind, 1914)	O	1915	S	25	p
†*————— What the national government is doing for the blind, and what more it ought to do. (Reprinted from the 82nd Annual Report of the Pennsylvania Institution for the Instruction of the Blind, 1914)	O	1915	S	25	p
* Hamilton, Burritt. Practical law. (Revised and enlarged.) Ellis Publishing Co., 1910....	L	1915	L	304	2
† Principles of salesmanship. A handbook for representatives of the "Review of Reviews" Co.	O	1915	L	59	1
Language (including Readers)					
<i>English</i>					
Chicago, Public School spelling book. Board of education, city of Chicago, 1914.....	C	1915	M	132	5
* Elson, Wm. H., and Keck, Christine. Elson grammar school reader, book II. Scott, Foresman & Co., 1910 (in press).....	L	1915	M		
*————— Elson grammar school reader, book III. Scott, Foresman & Co., 1910 (in press).	L	1915	L		
Hartman, Annie K., arranged. Exercises for beginners in reading.....	O	1915	S	15	p
* Hervey, Walter L., and Hix, Melvin. The Horace Mann reader—First year. Longmans, Green & Co., 1911 (in press).....	L	1915	M		
Penniman, James H., compiled. A graded list of common words difficult to spell.....	N. Y.	1915	M	127	2

	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
<i>German</i>					
† Dahn, Felix. Ein Kampf um Rom. Edited with notes by Carla Wenckebach. D. C. Heath Co., 1900	O	1915	L	270	2
† Keller, Gottfried. Das Fähnlein der sieben Aufrechten. Editors W. G. Howard and A. M. Sturtevant, A.M. Publishers, D. C. Heath & Co.	O	1915	L	93	1
Seeligman. Altes und Neues.....	N. Y.	1915	M	315	
† Stern, Menco. Geschichten von deutschen Städten. Am. Book Co., 1902 (in press).....	O	1915	L		2
<i>Latin</i>					
Barss. Writing Latin, Book II. D. C. Heath & Co.....	N. Y.	1915	M	30	1
† Ritchie. Fabulae Faciles. Editor John Copeland Kirtland, Jr. Publishers, Longmans, Green & Co., 1903.....	O	1915	L	67	1
Smith, M.L. Latin lessons. Allyn & Bacon, 1913 (in press).....	N. Y.	1915	M		
<i>French</i>					
Bruce, Mary Stone. Lectures Faciles. D. C. Heath & Co., 1908.....	N. Y.	1915	M	148	3
Mairet, Jeanne, editor. La Petite Princess. Editor Edith Healy. Am. Book Co., 1910.....	N. Y.	1915	M	195	4
<i>Science</i>					
<i>Mathematics</i>					
<i>Arithmetic</i>					
† Watson, Bruce M., and White, Charles E. Intermediate arithmetic. D. C. Heath & Co., 1907	A	1915	L	493	5
<i>Musical Literature</i>					
Miller, Russell King. Outlines of harmony....	O	1914	S	42	1
Virgil, Mrs. A. M. Artistic studies for beginners	O	1914	S	13	1
<i>Drama</i>					
* Sheridan, Richard Brinsley. The rivals. H. Baker Co., 1896.....	O	1915	L	92	1
<i>Fiction (including juvenile)</i>					
Abraham Lincoln	Cl.	1915	M	12	1
Aesop's fables. Androcles.....	Cl.	1915	M	2	1
† Alcott, Louisa M. An old fashioned girl. Little, Brown & Co., 1898 (in press).....	A	1915	L		
—— Little Piccola	Cl.	1915	M	3	1
Andersen, Hans Christian. The emperor's new clothes (from "Fairy tales").....	Cl.	1915	M	11	1
Balaklan in the valley of death.....	Cl.	1915	M	39	p
Baldwin, James. Thirty more famous stories retold. Am. Book Co.....	B	1915	L	331	3
Bonanite describes his fight with seven lions.	Cl.	1915	M	24	p

	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
*Bosher, Kate Langley. How it happened. Harper & Bros., 1914.....	P	1915	M	137	2
Boysen, H.H. Magni's dangerous ride.....	Cl.	1915	M	141	1
The bear who had a bank account	Cl.	1915	M	18	p
Björnson, Björnstjerne. Paul Jespersen's masquerade	Cl.	1915	M	39	1
Brooks, Noah. A famous sea-fight.....	Cl.	1915	M	9	1
Brown, A.F. The dwarf's gifts.....	Cl.	1915	M	19	p
Butterworth, Hezekiah. A thanksgiving dinner that flew away.....	Cl.	1915	M	15	p
Carroll, Lewis. Through the looking-glass....	Cl.	1915	M	190	3
Church, Alfred J. The pumpkin pirates.....	Cl.	1915	M	3	1
Coe, Fanny E. A gunpowder story.....	Cl.	1915	M	6	1
Come, E.E. Easter in Germany.....	Cl.	1915	M	5	1
Cooke, J.E. Toby Hinkle, patriot.....	Cl.	1915	M	15	p
Crommelin, —. William Tell.....	Cl.	1915	M	10	1
Davis, R.H. The consul and the nature faker. Felix.	Cl.	1915	M	75	1
Hale, S.P. The Peterkins celebrate the 4th of July	Cl.	1915	M	17	p
Hale, L.M. The lady who put salt in her coffee	Cl.	1915	M	21	p
Harben, W.A. My little guide.....	Cl.	1915	M	17	p
Hart, A.B. The little drummer boy.....	Cl.	1915	M	17	p
Lervees, J. The curious end of the general's ride	Cl.	1915	M	12	1
Lucas, E.B. The anti-burglars.....	Cl.	1915	M	21	p
McDonald, E.B. Good St. Patrick.....	Cl.	1915	M	12	1
Mecland, Mary. Robin Hood and the knight.	Cl.	1915	M	27	p
Mitchell, Dr. S. Weir. Mr. Kris Kringle.....	O	1915	S	52	p
Moffett, C. He conquered a mad elephant....	Cl.	1915	M	16	p
Perry, N. How Hope earned her fiddle.....	Cl.	1915	M	29	p
Pyle, Howard. How the good gifts were used by two	Cl.	1915	M	17	p
Seton, Ernest T. The trail of the Sandhill stag	Cl.	1915	M	48	1
Siege of Balaklan.....	Cl.	1915	M	2	1
Smith, A.C. Turquoise cup.....	Cl.	1915	M	91	1
Summers, C.F. The jawbone telegraph.....	Cl.	1915	M	23	p
Talbot, M.E. An old-time thanksgiving dinner	Cl.	1915	M	20	p
Tappan, E.M. Christmas every day.....	Cl.	1915	M	14	1
George Washington.....	Cl.	1915	M	10	1
Tarkington, Booth. Penrod.....	Cl.	1915	M	404	6
Wilkins, Mary E. Ann Mary, her two thanksgivings	Cl.	1915	M	33	p
Willey, Pauline. The telegraph operator.....	Cl.	1915	M	21	p
Zollinger, G. The widow O'Callaghan's boys..	Cl.	1915	M	289	4

Poetry

Burt, Mary, editor. Poems that every child should know. Doubleday, Page & Co., 1904.	N. Y.	1915	M	286	2
†Stevenson, Robert L. A child's garden of verses	A	1915	M	39	p
A child's garden of verses.....	B	1915	L	59	1

History

Webster, Hutton, Ph.D. Ancient history. D. C. Heath & Co., 1913 (in press).....	C	1915	M		
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	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
Geography					
Maps: The Dominion of Canada, size 21 x 14; Europe and Asia (in process), size, 21 x 14; Globular map of the world, size 11 x 14; The Hemispheres, size 21 x 14; North America, size 21 x 14; South America, size 21 x 14; The United States, size 21 x 14.					
Biography					
Hawkes, Clarence. Hitting the dark trail. Henry Holt, 1915 (in press).....	B	1915	M		
†* Holt, Winifred. A beacon for the blind. Houghton, Mifflin & Co.....	A	1915	L	331	3
†* Washington, Booker T. Up from slavery. A. L. Burt Co., 1901.....	A	1915	L	370	3



THE MIKADO BOYS' GLEE CLUB
Gentlemen of Japan

AMERICAN BRAILLE.

To write on a Braille tablet begin at the right ; to read, reverse the sheet and begin at the left. In either case the six points ($\begin{smallmatrix} \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot \end{smallmatrix}$) of which the characters are formed, are numbered from the top, 1, 2, 3, for the first vertical row, and 4, 5, 6, for the second.

ALPHABET.

a	b	c	d	e	f	g	h	i	j	k	l	m
$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$
n	o	p	q	r	s	t	u	v	w	x	y	z
$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$

To capitalize a letter prefix to it points 3 and 6 ($\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$).

MARKS OF PUNCTUATION.

,	;	:	.	?	!	—	(	)	'	-
$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$
“	”	‘	’							
$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$							

The apostrophe is point 4. The other marks, except the exclamation, are formed of points 2, 3, 5 and 6.

When two or more initial letters requiring the capital sign occur together, the space which separates words may be omitted ; the period which follows the first letter then becomes also the prefix, or capital sign, for the next ; thus, $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ F. R. S.

NUMERALS.

When alone or in combination the following letters, if prefixed by the numeral sign ($\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$), become numbers.

1	2	3	4	5	6	7	8	9	0
$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$
1	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	46	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	235	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$

INITIAL LETTERS USED AS WORD SIGNS.

but could down from great have just know like my
 not quite right should the under very will you

When the above words are parts of other words the initial letter must not be used as a representative; *e. g.* when standing alone represents "know," but "knowledge" should be written

OTHER CHARACTERS USED AS WORD AND PART WORD SIGNS.

an and ar ch ed en er for in ing
 is of on or ou ow st th or that tion wh or which

The following characters, with one exception, are formed of points 2, 3, 5, 6. When separated from words by the omission of a cell, they are word signs, as follows:

had their to was with would

The letter x () when standing alone is used as an asterisk.

The letter d followed by a period is used as the dollar sign and should be immediately followed by the numeral sign; thus—

\$23.75

An italicized word is indicated by the prefix of point 6 ().

Lines of poetry are separated by the omission of three cells.

The capital sign preceding a contraction capitalizes only the first letter of the contraction.

The ordinary rules of grammar should be closely followed; hence correct syllabication must be observed, and a monosyllable should never be divided.

Strict conformity to general grammatical laws and the special rules preceding, are essential to a correct use of the American Braille, and the use of signs in any other way than that hereby authorized is as inelegant and incorrect as similar changes in ordinary writing.

EXAMPLE OF WRITING WITH CONTRACTIONS.

Th e y had ch o s en th e ir w o r k : on e w a s an a r t i s t ; an o th e r
e x c e l l e d in m u s i c ; and th e y o u n g e s t w a s e r r and b o y
for W . A . H o l t & C o . , 9 D a y S t . , wh e r e h e
e a r n e d \$ 4 . 5 0 p e r w e e k . Not quite s o g i f t e d
a s h i s b r o th e r s , h e p o s s e s s e d , like th e m , a
s a v o i r f a i r e which m a d e h i m a g r e a t f a v o r i t e
with a l l . H e co u l d t u r n h i s h a n d to an y th i n g and h i s
e m p l o y e r s w o u l d l i s t e n to n o s u g g e s t i o n of h i s
j e a l o u s y b u t p r o m i s e d s p e e d y p r o m o t i o n .

BRaille MUSIC ALPHABET.

	C	D	E	F	G	A	B
Wholes or 16ths,							
Halves or 32ds,							
Quarters or 64ths,							
Eighths or 128ths,							
Octave signs,	1 	2 	3 	4 	5 	6 	7
Fingering signs,	1 	2 	3 	4 	5 		
Rests,							
Accidentals,							
Intervals,	2d 	3d 	4th 	5th 	6th 	7th 	8th
slur		in accord with 	turn 	grace note 	trill 		
repeat		staccato 	dot 	double dot 			
double bar		double bar with repeat 	pause 	right hand m. 	d. 	left hand m. 	g.

Expression marks are represented by the abbreviations ordinarily used in music for the seeing. Characters standing for letters must be preceded by the word sign (⠠).

Provision is made in Braille for the special signs which occur in music written for violin, guitar, organ, voice, etc. For further information, consult the pamphlet published by the British and Foreign Blind Association, 33 Cambridge Square, Hyde Park, London.

MATHEMATICAL BRAILLE NOTATION.

[illegible]

The underlying principles of this notation are broad, and permit infinite combinations of the signs. By means of it the formulas of trigonometry, analytics, and calculus are easily and clearly written.

One fact must always be kept in mind in writing and reading this notation, i. e., that an active sign, as radical, exponent, factorial, index, over, or fraction, continues its activity or meaning until stopped naturally or artificially; naturally, at the end of a quantity or expression, when not followed by another quantity; artificially, by a period, and the ending root sign. This will be clearly understood from a careful study of the rules and examples.

In writing mixed numbers in arithmetic, the fraction sign is omitted, a comma separating the integer from the fraction; *e. g.*, $6\frac{1}{2}$.

One numeral sign at the beginning of a mixed number or a fraction is sufficient.
But in algebra the numeral sign must precede each number; e. g., $6\frac{1}{2}$.

RULES.

I. The exponent sign $\left(2^{\bullet} \cdot 6\right)$ precedes literal, numero-literal, negative, fractional, and polynomial exponents, and exponents of polynomials and of enclosed monomials.

II. Numerals written in the lower two-thirds of the "Braille cell" are sub-exponents.

Numeral exponents and numeral sub-exponents preceded by the sign are ($\cdot 5$)
read prime, second, third, etc.; sub-prime, sub-second, sub-third, etc.; sub-literal. (${}_3 \cdot 5$)

III. The period is used to show the end of active signs, as exponent, index, factorial, over, and fraction, or to stop their activity.

IV. Numbers preceding literal quantities are co-efficients; following, exponents.

V. A root of higher degree than the second is indicated by writing the index sign and the index before the radical; e.g., $\sqrt[n]{x^m + y^n}$

VI. The fraction sign precedes all fractions, but may be omitted before numeral fractional exponents.

VII. Quantities under the radical are preceded by the beginning radical sign, and are followed by the ending radical sign.

A radical (or radicals) under a radical is indicated by doubling or tripling the inner radical (beginning and ending) signs. The single ending radical always completes the expression.

*In searching through several advanced algebras, books on calculus, trigonometry, and analytics, all the letters of the alphabet were found to be used except "j" and "o". Therefore the Braille "j" has been used here for the closing bracket.

For the figures and the numeral sign, see the first page of the "American Braille".



THE MIKADO BOYS' GLEE CLUB
Yum-Yum and Her Maids

LIST OF LEGACIES AND CONTRIBUTIONS IN THE AMOUNT
OF THIRTY DOLLARS AND UPWARDS TO THE PENN-
SYLVANIA INSTITUTION FOR THE INSTRUCTION OF
THE BLIND.

The following list appears as Appendix No. VII to the Tenth Annual Report, being that for the year 1843.

Abbott, Timothy	\$100.00	Chorley, Henry	\$30.00
Allen, Solomon	30.00	Citizens of Chester Co.	
Alsop, Richard	300.00	(per W. Darlington)...	929.26
Armstrong, Susan	30.00	Citizens of Lancaster (per	
Ashhurst, Richard	100.00	Mr. Coleman)	226.00
Astley, Thomas	130.00	Citizens of Wilmington	
Baldwin, Stephen	30.00	and New Castle	837.11
Barton, J. Rhea, M.D. ...	30.00	C. J. (per Mr. Vaughan) .	50.00
Beck, Dr.	30.00	Coleman, Mrs. Ann	1,000.00
Beck, Paul	1,100.00	Coleman, Mrs.	50.00
Becket, Henry	130.00	Coleman, E.	2,033.00
Bell, Mrs. W. J.	100.00	Coleman, William	500.00
Biddle, Edward	30.00	Cook, John	100.00
Biddle, James	30.00	Cooke, Thomas	123.08
Biddle, Nicholas	130.00	Cope, Alfred	30.00
Biddle, Thomas	130.00	Cope, Caleb	100.00
Birch, William Young ...	1,600.00	Cope, Israel	50.00
Bird, Charles	30.00	Cope, Jasper	30.00
Bird, Thomas	30.00	Cope, Thomas	300.00
Birkey, W. J. A.	30.00	Coxe, Daniel	30.00
Blight, Charles	30.00	Cromley, Samuel	100.00
Blight, George	30.00	Dawson, Josiah	30.00
Bohlen, John	130.00	Deweese, William P., M.D.	30.00
Boyd, William	30.00	Dickson, J.	200.00
Breck, Samuel	30.00	Downing, H.	30.00
Brewer, M.	30.00	Drayton, Col. William ...	300.00
Brown, Hanson & Co. ...	50.00	Drayton, Col. William ...	30.00
Brown, James	30.00	Dundas, James	50.00
Brown, James D.	780.00	Dugan, Joseph	30.00
Brown, John A.	2,100.00	Dulles, J. Heatly	100.00
Brown, M., Jr.	30.00	Dunn, Nathan	1,880.00
Brown, Mrs. S. B.	30.00	Du Ponceau, P. S.	130.00
Brown, William	130.00	Du Pont, C. J.	30.00
Bunting, J. F.	30.00	Duval, James S.	150.00
Burd, Edward	100.00	Earp, Thomas	30.00
Burd, Edward S.	100.00	Earp & Brothers	100.00
Butler, Miss	200.00	Elliott, Isaac	32.20
Butler, John	30.00	Elwyn, Alfred	30.00
Butler, Mrs. Pierce	40.00	Estlack, Thomas	30.00
Butler, Pierce	253.00	Evans, Charles D.	30.00
Butler, Thomas	130.00	Eyre & Massey	100.00
Cabot, F.	30.00	Farnum, J.	100.00
C. D. (per Mr. Vaughan)	100.00	Fassitt, Thomas	30.00
Cadwalader, T.	30.00	Fellowes, C.	50.00
Carera, Madame	100.00	Ferguson, Alexander ...	30.00
Carey, Lea & Co.	100.00	Fisher, Eliza	30.00
Carey, Matthew	50.00	Fisher, Mrs. E. P.	50.00
Cash, A. D.	50.00	Fisher, James C.	100.00
Chancellor, Wharton ...	530.00	Fisher, J. Francis	130.00
Chauncey, Charles	100.00	Fisher, Thomas	30.00
Chauncey, Elihu	130.00	Fisher, Mrs. S. W.	30.00

Fleming, Robert	\$30.00	Lex, Mary A.	\$30.00
Fleming, Thomas	130.00	Lippincott, Joshua	50.00
Folwell, W.	50.00	Lippincott, Richards & Co.	200.00
Foster, William	50.00	Markoe, J.	30.00
Fotterall, S. E.	30.00	Maxwell, Robert	330.00
Fotterall, S. G.	30.00	McAllister, John	30.00
Fox, Charles P.	30.00	McAlpin, J. B.	30.00
Fraley, John U.	130.00	McIlvaine, Joseph B.	30.00
Friedlander, Julius R.	100.00	McIlvaine, William	30.00
Friend (per J. U. Fraley) ..	50.00	Meigs, C. D., M.D.	130.00
Fryer, William	30.00	Meredith, William	30.00
Gaskell, Thomas Penn.	100.00	Merrick, John	50.00
Gibson, William, M.D.	30.00	Miller, Abraham	230.00
Glee Association, Phila. ..	145.70	Miller, W. J.	30.00
Godley, Jesse	30.00	Mitchell, J. K., M.D.	30.00
Graff, Charles	30.00	Mitchell, Thomas	30.00
Graff, Mrs. Charles	50.00	Mitchell, M. W., M.D.	30.00
Graff, Frederick	100.00	Morgan, Benjamin R.	30.00
Grant, Samuel	100.00	Morris, S. P.	45.00
Guest, Anna	100.00	Morrison, Mrs. W.	30.00
Guest, Anna (legacy)	500.00	Moses, J. M.	30.00
Hallowell & Ashbridge ...	30.00	Moses, J. M. (donation by) ..	38.65
Hamilton, Miss	30.00	Moss, John	50.00
Handy, George	230.00	Moss, Samuel	30.00
Hare, Robert, M.D.	30.00	Mutual Fund (per J. E. Erwin)	63.93
Harrison, George	530.00	Needles, E.	30.00
Hart, Abraham	30.00	Neff, John R.	30.00
Hartshorne, Joseph, M.D.	30.00	Newkirk, Matthew	105.00
Haslam, John	50.00	Oakford, R.	30.00
Haven, T. Albert	30.00	Oliver, Joseph	50.00
Hazeltine, John	100.00	Parke, H.	100.00
Hembel, William	30.00	Pepper, George	530.00
Hemphill, Joseph	30.00	Peters, Richard	30.00
Henry, Alexander	200.00	Phillips, J.	50.00
Henry, John S.	30.00	Platt, William	50.00
Hogan & Thompson.	30.00	Powell, John Hare	30.00
Hollingsworth, L. E.	100.00	Pratt, H.	50.00
Humphreys, M.	100.00	Price, Lydia W.	30.00
Hunter, Joseph	130.00	Price, Joseph	100.00
Huzham, Miss	70.00	Price, R.	380.00
Hyde, William	30.00	Ralston, A. G.	50.00
Ingersoll, Joseph R.	30.00	Ralston, George	100.00
Jackson, Riddle & Co.	100.00	Ralston, Gerard	30.00
Jackson, Washington	30.00	Ralston, Robert	150.00
Jaudon, S.	30.00	Richards, Benjamin W. ..	30.00
Johnson, A.	30.00	Richards, Samuel	80.00
Johnson, Lawrence	30.00	Richards, Thomas S.	30.00
Johnson, Moses	30.00	Ridgway, Jacob	50.00
Jones, Samuel W.	30.00	Roberts, Miss E. F.	50.00
Keating, William H.	30.00	Roberts, Rachel H.	40.00
Kingston, Stephen	30.00	Robertson, James S.	100.00
Kohne, Mrs. F.	30.00	Rockhill, T. C., & Co.	300.00
Kugler, Dr. Benjamin.	30.00	Rogers, Evans	30.00
Kuhl, Henry	30.00	Ross, James	30.00
Kuhn, Hartman	600.00	Rotch, Thomas	30.00
Laguereenne, P. L.	30.00	Rustic Assembly	35.00
Latimer, John R.	30.00	Sampson, B.	30.00
Lewis, Lawrence	50.00	Sargeant, Mrs. Mary	30.00
Lewis, R. M.	50.00	Savage, John	30.00
Lewis, W. D.	30.00	Schively, W.	30.00
Lex, Mrs. E.	30.00	Schrack, C.	30.00
Lex, Miss E.	30.00		

Schott, James	\$30.00	Tingley, Clement	\$30.00
Seybert, Henry	50.00	Tunis, Mrs. E. P.	50.00
Shober, Samuel L.	30.00	Vanderkemp, John J.	80.00
Short, William	130.00	Vaughan, John	350.00
Sill, Joseph	30.00	Vaux, Roberts	30.00
Siter, John	200.00	Vezin, Charles	30.00
Skirving, John	30.00	Wagner & Brother	100.00
Small, R. H.	30.00	Wagner, Tobias	50.00
Smith, C. W.	30.00	Walker, Lewis	100.00
Smith, Jacob R.	30.00	Waln, Jacob S.	50.00
Smith, J. Brown	30.00	Waln, Lewis	100.00
Smith, Samuel F.	30.00	Wampole, J.	44.00
Snider, Jacob	30.00	Warder, Benjamin H. ...	30.00
Snider, Jacob, Jr.	30.00	Warder, John H.	30.00
Spencer, J. J.	30.00	Watson, Charles C.	150.00
Stewart, T. S. C.	30.00	Watson, Joseph	30.00
Stillé, John	30.00	Wetherill, Charles	130.00
Stone, Dexter	30.00	Wetherill, John Price ...	50.00
Stott, Eliiza	180.00	Wetherill, Rachel	30.00
Struthers, John	30.00	Whitall, S. M.	30.00
Swaim, William	30.00	White, Ambrose	30.00
Swift, John	30.00	White, Henry	30.00
Sykes, Mrs. R. W.	200.00	Williams, W. J.	487.50
Sykes, R. W.	100.00	Willing, Mrs. R. H.	50.00
Symington, Alexander ...	130.00	Willing, Richard	30.00
Taylor, Charles	50.00	Wistar, Bartholomew	200.00
Taylor, Charles	50.00	Wolf, George (Gov.) ...	30.00
Taylor, James	30.00	Wood, J.	100.00
Taylor, Knowles	1,000.00	Wurts, Charles S.	50.00
Thomas, Abel C.	40.00	Yarnall, B. H.	30.00
Thomas, George	30.00		

The following is a list of Legacies and Contributions made subsequent to 1843.

1837 William Young Birch..	*\$110,304.62	1843 Dr. Pierre Antoine Blenon*	\$1,720.00
1844 Edward Peace, M.D. ..	30.00	1847 William Wallace Cook. *	544,765.16
1847 John Price	1,000.00	1847 W. H. Dillingham	30.00
1848 William R. Lejee.....	30.00	1848 Edward S. Whelan	30.00
1849 Richard Ronaldson ...	500.00	1849 Elizabeth Huxham	94.50
1849 Israel Morris	100.00	1849 John Notman	30.00
1850 John Bohlen	95.00	1851 E. D. Stott	1,048.80
1851 Ann McDonald	285.00	1851 Thomas P. Cope	500.00
1851 James Bayard, Esq. ...	100.00	1852 Thomas C. James	30.00
1852 Morris Patterson	30.00	1852 James C. Booth	30.00
1853 Samuel C. Morton	30.00	1853 Thomas H. White	30.00
1854 William H. Drayton ..	*280.00	1855 Jacob G. Morris	500.00
1855 Enoch Rittenhouse	950.00	1855 J. S. Wiegand	30.00
1855 Napoleon B. Kneass....	30.00	1856 Robert M. Lewis	*290.00
1856 Jasper Cope	500.00	1857 Jay Cooke	100.00
1858 Abraham Miller	*963.50	1858 Sarah Stillé	400.00
1859 Alexander Stewart	100.00	1860 Archbald Stewart	*200.00
1862 John Wright	8,375.00	1863 Hon. Samuel Breck....	902.45
1863 Lawrence Johnson	1,098.36	1864 Hannah Parke	500.00
1864 Mary Ewing	100.00	1864 Paul Beck	100.00
1865 Josiah Dawson	1,000.00	1865 Maria B. Lentz	90.00
1865 William Duane	30.00	1865 Thomas Trower	*31,230.36
1867 Daniel Grim	446.50	1867 John Wiegand	30.00
1869 Ann Hertzog	3,126.44	1869 Jane McCarthy	890.00
1869 J. H. Hutchinson	30.00	1869 Alexander J. Derbyshire	50.00
1869 William Miller	30.00	1869 Alfred D. Jessup	30.00
1869 J. Sergeant Price	30.00	1869 ——— Lewis	30.00
1870 Sarah Phipps	1,000.00	1870 Henry Weibel	1,035.00
1870 John Cadwalader, Jr. ..	30.00	1871 Martha Notman	950.00
1872 Charles S. Coxé	100.00	1872 Jonathan Tyson	81.41
1872 Nathan Barrett	95.00	1872 Richard J. Dobbins ...	100.00
1872 William W. Justice ...	100.00	1872 Edward Coles	30.00
1873 Jesse George	*3,500.00	1873 Isabella B. Truman	950.00
1874 Stacy B. Barcroft	2,244.00	1875 James Pleasants	95.00
1876 Sarah A. Laussat-Jennings	1,140.00	1876 Henry I. Stout	3,500.00
1876 Richard D. Work	50.00	1876 Nathan Sharpless	30.00
1877 Catharine Nixon	470.00	1878 Pennell Smith	1,000.00
1879 Eliza Hutchinson	*72.13	1879 Mrs. Voltz	50.00
1880 Eliza Harland	414.61	1880 Joseph Watson Hibb ..	855.00
1880 Mary Shields	*195,148.46	1880 Alfred C. Harrison	1,000.00
1881 E. Claxton	300.00	1882 John A. Jones	5,000.00
1882 George W. Thorn	83.34	1883 William Miller	285.00
1883 Mary Ann Grier	475.00	1884 William M. Meigs	30.00
1884 Arthur V. Meigs, M.D..	30.00	1884 Rev. Alfred L. Elwyn ..	30.00
1886 William McCann	1,737.73	1886 Unknown Person	130.00
1887 Dr. Lawrence S. Pepper	2,500.00	1887 Casper Heft	500.00
1888 Mary Rebecca Dailey Smith	1,201.49	1888 Henry Seybert	2,000.00
1888 John M. George	2,000.00	1888 Joshua C. Lawrence ...	285.00
1888 Esther B. Sterner	5,000.00	1888 John A. Dugan	4,750.00
1889 Harriet H. Erwin	1,000.00	1889 Harriet C. Flickwir ...	5,000.00
1889 William B. Smith	95.00	1890 George D. Rosengarten	1,000.00
1890 Thomas Drake	5,000.00	1891 George S. Pepper	*8,162.50
1891 W. R. Lejee	*2,505.50	1892 Alfred Bamber	2,000.00
1892 Elizabeth Schaffer	10,000.00	1892 Samuel W. Brown	300.00
1892 "Unknown"	190.32	1894 Charles B. Birmingham	570.00
1894 Susannah Masson	1,000.00	1894 Charles Wistar	5,000.00
1895 Edward Strickland	500.00	1897 A. W. Butler	5,432.67
1898 "Unknown Friend" ...	2,000.00	1899 Stephen Taylor	738.74

1899 J. Dundas Lippincott...	\$5,000.00	1900 Leonard R. Hayes....	\$1,000.00
1902 Harriet S. Benson.....	5,000.00	1903 Catharine H. Raco....	98.83
1903 John Kay	1,000.00	1904 William Neubauer	506.19
1904 Hiram Brooke	2,000.00	1904 Sophia G. Coxe.....	*13,000.00
1907 Joseph Lapsley Wilson.	30.00	1908 William Warner	*2,327.03
1909 William M. Farr.....	10,000.00	1909 A. Buchanan	147.89
1910 Ann Kerr	1,000.00	1910 Margaret S. Roberts...	1,752.78
1910 Thomas Nelson Page..	50.00	1910 Ann P. Biddle.....	950.00
1913 J. Johnson Beans.....	100.00	1914 William C. Gilmore....	*808.16
1915 Elizabeth Roe Dunning	950.00	1915 Judith Laurie Frechie.	204.00
1915 Elizabeth S. Shippen..	10,000.00	1915 Amanda C. Woomer...	414.66

* Gifts aggregating this total have been received by the Institution at various times, but for the convenience of this record the total received is given in one single entry.

GENERAL INFORMATION

The Institution is located at Sixty-fourth and Malvern Avenue, Overbrook. Overbrook is within the limits of Philadelphia, and may be reached from the heart of the city either by street car, or by railroad from Broad Street Station.

The name—Institution for Instruction—tells the story of its purpose. The Institution is a school, and its pupils are school boys and school girls who happen to be blind, or to have very defective eyesight. It is not a State Institution, though it receives pupils whose expenses are partially met by the state. It is supported largely by bequests and the interest on invested endowment funds.

The states of New Jersey and Delaware, having no schools for the blind, send their pupils to schools in adjacent states; a liberal number come to our school.

The charge for those able to pay tuition is \$350 for the school year.

The management does not fix age limits below or above which it will not receive pupils. But it generally prefers not to admit an applicant too young to dress or care for himself, or too old to be amenable to the discipline of schools adapted to youth. Candidates for admittance must be young, capable of education, and of good moral character.

The Institution does not supply clothing; and in no instance will it assume the permanent care of anyone. Its character of school must be preserved at all hazards; and it declines to undertake anything which will interfere with its proper and legitimate function.

As a boarding school the Institution undertakes to give its pupils for forty weeks in the year wholesome and stimulating environment. Just as much care and attention is given to the pupils when out of class as when in class.

The Institution aims to train as well as to teach; and, to further these ends its new buildings have been arranged on the cottage plan, each pupil having his home and his house-

mother. Only children of kindergarten age are assigned to the kindergarten cottage, and the older pupils cannot mingle with them.

The course of instruction aims to be thorough and broad. It embraces the branches usually taught in the public schools, and many that are not generally taught there, such as typewriting, industrial and household pursuits, instrumental and vocal music, and piano-forte tuning.

Special attention is paid to physical exercises both in the open air and in the gymnasium, and attendance upon these exercises is compulsory.

The Institution is non-sectarian. Its pupils are required to attend the church their parents may select.

Pupils are required to write regularly to their parents or friends.

There is no school on Saturday afternoon, and at that time pupils are allowed to receive visitors.

Persons desiring to visit the school are cordially invited to do so.

The school has maintained since May, 1910, a Sales-room and Exchange at 204 South Thirteenth Street, Philadelphia, where orders are taken for piano tuning, chair caning, weaving of rag rugs and carpets, brooms, and knitted, crocheted and other generally useful articles. Here too are displayed various articles made by the blind.

OLIN H. BURRITT,
Principal.

APPENDIX



CAROLINA LEE BARBER

Kindergartner 1892 to 1905

KINDERGARTEN FOR THE BLIND.*

By CAROLINA LEE BARBER.†

In 1879, forty-two years after the establishment of the first Kindergarten, the Perkins Institution for the Blind introduced the Kindergarten method. In September, 1880, Mr. Anagnos wrote: "The whole system, with the exception of the part relating to colors, has been introduced into our school, and has proved exceedingly beneficial." To this Kindergarten pupils were admitted between the ages of ten and nineteen!

In an article written by Emilie Poulsson in the *Wide Awake*, October, 1882, she gives the following account of the first Kindergarten for the Blind: "Mr. Anagnos started with two classes; one in the boys' school, and one in the girls'. Both classes are composed mostly of the pupils of the lowest grade. But he also brings in, for a time, those in the higher classes who are conspicuously lacking in dexterity, or whose conceptions of form are unusually vague and confused. The youngest children in these two classes are ten years of age; the majority older. Having only one hour a day for Kindergarten, we cannot use all its varied occupations in each week, so we choose those which seem most useful to our pupils."

So far the chief idea seems to have been to benefit those who were "conspicuously lacking in dexterity;" in other words, a hand-garden had been established.

* This paper, written by Carolina Lee Barber, 1906-07, was recovered from the original notes on loose bits of paper recently found. A small portion of the original sheets is apparently missing, but the paper in all other respects is herewith presented in the form in which it was first written and, perhaps with some revision, afterwards read.

EDWARD BARBER.

Philadelphia, March 2, 1916.

† Carolina Lee Barber (*nee* Bidleman) was born in Sacramento, California, in the early sixties. Upon the death of her parents she came to Connecticut, while still a child, and received her education and early experience in teaching there. Later she came to Philadelphia to live, and died here in 1911, in Germantown, where her home was after retiring from active work.

Now a hand-garden is a pretty good thing, especially when the need of a thorough training of the sense of touch is so imperative as it is with the blind child. But whatever stress is laid upon the importance of early and varied manual training, we do not for one moment forget that we are conducting, not a hand-garden, but a child-garden; in other words, that the hand was made for the child, not the child for the hand. The pioneers in this work were evidently not satisfied with the scope and progress of the program, for we find in the report of the Perkins Institution, September 30, 1883, an appeal headed, "Give us a Kindergarten."

In an address delivered in April, 1903, Mr. Anagnos said of this appeal: "At first very little attention was paid to the call; but after some time, through systematic and persistent efforts, the interest of the public was aroused and apathetic indifference was succeeded by earnest activity." This made possible the dedication, five years following the original appeal, April 19, 1887, of a separate building for the Kindergarten—the first of its kind in America.

The pupils of the Institution must have done their share towards bringing about this important achievement and advance, for we read that "a bazaar was held in the girls' school-house on the twenty-first and twenty-second of February, 1884. A dramatic entertainment was given by the boys; and also several concerts. The fair was a suggestion of the girls. Many other fairs, concerts, and entertainments were given."

Some touching instances of the work of little girls are cited. One scrubbed floors, and another sewed pieces for a quilt, each giving her earnings for the Kindergarten which was to be. Still another little girl raised five dollars and thirty cents for the same purpose, taking care of a baby and washing dishes during the summer vacation. (One of our own little girls here in Overbrook, by the way, tended baby all summer to earn a pair of shoes so that she could come back to school promptly in the fall.) Laura Bridgman wrote a plea to the public which was reprinted in many of the leading journals of New England. Boston thus claims

and enjoys the honor of having the first Kindergarten Building for the Blind in our country. But the West was no laggard.

In a paper read before the American Association of Instructors of the Blind, July, 1890, Mrs. Mary R. Bayly says: "It is just ten years, this very month, since I read a similar paper before this same body. How well the effort to establish this beautiful and unique system of instruction in our blind institutions has succeeded, the scope of the paper last read, the number of Kindergartens established in the different blind institutions of our land, in the decade that has passed since that first crude effort of your speaker, and the establishment of that first Kindergarten in the Ohio Institute at Columbus, will attest." (This sentence was evidently "made in Germany.")

Now, nearly all our schools for the blind have Kindergarten Departments, and two have Kindergarten Buildings. My authority for this statement comes to me from the Library of Congress at Washington.

Why have nearly all schools for the Blind adopted, or adapted, the Kindergarten?

The principal of the Boston school was, at first, apparently thinking mainly "of the rare opportunities," as he writes, "for the practice and refinement of their remaining senses; especially of that of touch, which is their chief reliance for the acquisition of all concrete knowledge, and consequently the most important factor in their education."

And you will remember that Mrs. Bayly refers to the Kindergarten as "a beautiful and unique system of instruction." These two educators lay the emphasis on the training of the sense of touch, in the one case, and on the imparting of knowledge and information, in the other case, as the most valuable service of the Kindergarten to the child.

That the Blind do need special training of the sense of touch we all know, for our experience has shown us this. Contrary to a widely prevalent idea, the blind are not all born—if any, indeed be born—with a compensatory keen-

ness of this particular sense. By all means, then, let us bring the sense of touch to its greatest possible perfection.

But are there not reasons for Kindergartens for blind children other than the giving of manual training and the imparting of knowledge and information?

What comes to the Kindergarten with the blind child?

In some cases, an impatience of restraint, either of appetite or action; an exaggerated sense of his own importance; an undefined idea that all things are merely tributary to his comfort and pleasure; a pretty well-defined idea that everything he wishes for and can get is his by right.

Little Earle was heard to say, "It rainth for to get water in our thpigoth," to him the only or sufficient reason for rain. Not so very different, however, from the youngster with a pair of good eyes.

But, in many cases, we find a little being whose most marked characteristic is inertia. Exertion of any kind is distasteful to him. Most of us have known, and all of us have heard of, one or two persons here and there who were characterized by their neighbors as being "too lazy to eat," and we have regarded it as a half contemptuous and rather amusing exaggeration. But I have known blind children of whom this seemed literally true. They come to table with shuffling, lagging steps, without sufficient energy to feed themselves. Some apparently did not know how to chew, and swallowed the food whole, or wanted water to wash it down. Others held their food in their mouths until their discomfort caused them to eject it. Their appearance and action at table would have been creditable to a tired squirrel, without, however, the same laudable intention. One wondered how they had been nourished heretofore—at least I did, until I was told by one or two mothers that Johnny's food had always been soaked beforehand, because it was so hard for him to chew! It is not true kindness, but mistaken kindness, that kills.

There came to our Kindergarten once a small girl, totally blind, who was afraid to take one step alone; and the fear was real. It amounted, if she thought of herself as

entirely out of reach, to actual terror. The few times she had tried to walk alone when at home she had been told there were big holes in front of her into which she would fall; a "unique" and effective system of instruction to keep her within bounds, body and soul, but not a "beautiful" and freeing one.

Sympathetic cooperation is better than peremptory correction. She would walk by my side, holding my hand in the usual way, willingly enough, but if I dropped her hand, she trembled. I tried walking backwards—the child facing me—pulling her gently towards me, while she fairly gripped my hands. After a while she consented to hold one finger of each hand; then she let me hold her fingers. Finally, after much coaxing and encouraging assurances that I was "right there," I induced her to let me drop my arms—her own were still pitifully outstretched—and she took her first step—just one—alone! After that it was comparatively easy. She even learned to run a little; first with another, and then, rather hesitatingly, alone. Think what it must mean to one who was at first afraid to walk alone, to discover that she can run—actually run! "No sea swells like the bosom of a man set free;" and this is equally true of the child. Poor babies! It is time for them to be out of the nest, if they are ever to find their wings.

I have given this illustration at some length in order to show, by citing an actual case, what we sometimes find in the blind child;—what he brings when he comes to the Kindergarten.

Can the Kindergarten, with its "games and foolishness," its "fads and frills," help these little ones, whether froward or feeble, and does it? The answer of my own observation and long experience is—it can and it does. It not only helps them; it best helps them. It gives them, alike in body and mind, the correction and development of which they are capable.

A defence of the Kindergarten is unnecessary in this day; it has been well and ably defended by wiser heads and more facile pens than my own, men who have thoughtfully

looked on, having in their hearts love and hope for their fellows, and faith in their future, against any odds; men who have seen by study what we know from practice. Moreover, the Kindergarten has come to be like truth, as depicted by the least mortal of Romans, "her own best defender."

Friend Hubbard has said, "to train the imagination along innocent and enjoyable lines is sanity of the highest degree." "To have hands that will not obey your brain" and brains that do not direct your hands—"will be regarded as a disgrace."

Does the Kindergarten lay emphasis on these things? Its games and its occupations, and the results which flow from their use, supply the answer.

Miss Winifred Holt, Secretary of the New York Association for the Blind, at a conference for practical workers, held recently, said, "Blindness usually produces a tendency to feebleness, besides hesitation, lack of confidence, and inertia."

What is better to overcome this tendency than playing the games of the Kindergarten? Hesitation, lack of confidence, and inertia go out at the window when play, real play, comes in at the door. And yet the games are often criticized as something that must unfortunately be put up with; with respect to which, as the East Prussian saying is "we should close one eye," in order to get the unique and beautiful residuum of instruction, meaning knowledge and information, as the "be-all and end-all" of its purpose.

Instruction is good, but development is better. Hedge a child about with restrictions, with rules and with regulations, and pour instruction into him five hours a day, and what profit shall he reap as to the real business of men? Montaigne asks and answers the question. We must judge of the profits he has gained, says he, "not by the testimony of his memory, but by that of his life." To become an increasingly better element in the community of children is to be put in the way of becoming a progressively better element in the society of men.

"It is *qualities*, first of all, that fit a man to live," says

Hubbard, "not the possession of facts. The school that best helps form character, not the one that imparts the most information is the college the future will demand."

The Kindergarten meets the little bewildered mind early, at this most vital point, so that step by step he treads the ascending way, up from the midnight of uninstructed blindness to the joyous sunrise of day-spring in his soul. The Kindergarten, if true to her calling, summons to her aid love, faith and patience, "and in her own heart lets them first keep school." The child soon responds. A revolution in his life is begun. His interest is excited and held. His young intelligence is awakened and set going. The Kindergarten rouses into healthy, vigorous action the child's slumbering capacities of feeling, thinking, and doing, and guides them all as if she guided not. And the goal is just those *qualities* which "first of all, fit a man to live."

As I understand it, what we are trying to do, and doing, is to make the blind child self-confident, self-helpful, self-controlled; centres from which shall radiate courage, initiative, manfulness, cheer, and efficient strength for the life before him.

Oscar Wilde, who, by the way, has some excellent ideas on the education of children, says: "Give a child something to make and he would be happy—and a perfectly happy child would be a perfectly good child." Again he says: "If children were taught the nobility of all handicraft, that lesson would be quite as important as teaching the population of Madagascar, or the names of the Saxon kings, or incidents in the private lives of people who never lived."

Give a child something to make. This the Kindergarten does, and, at first, gives him something with which, in a short time, he succeeds—a stimulus to continued effort and success, with resultant happiness and goodness. Never despair. There is no greater discourager of effort than "You can't do it." Some minds rise up in wrath and determination and say "I can and I will," and they do it "in spite of belief and the dictionary"—two excellent things, but sometimes hampering.

We cannot expect such praiseworthy determination in a small, sightless child, especially if the discouraging process has been carried on for any length of time. "No use for me to try," said ten-year old Willie, when he entered the Kindergarten, "I can't learn nothin'. Pop says so." His expressionless face and helpless hands and listless manner bore out the assertion. But some expression of the child within the child must be found, dwarfed, arrested and deformed, as the actual child was, by the repressive policy of parental discouragement—a disappointed and embittered father.

The child's imagination had never been stirred with song and story, which would have given him pleasant things and helpful to think about, and moved the hidden springs of character within him; nor were his hands trained to do things useful or beautiful. His language was unrepeatable; his habits as bad. What might not the kindergarten have done for this boy had he come to it six years sooner? The secret source of all his future being would have been reached and renewed.

To put him now through the regular drill of a school, to develop sufficient ability in such a child to tell the population of Madagascar, and to name the Presidents or Saxon kings—will this help him very much, do you think? Will his mental attitude and moral status be much changed by this? On the contrary, does he not need most of all sympathetic, kindly, human training, more indeed than aught else? A late Spring may make a fruitful Autumn through Kindergarten sunshine and cooperation.

The sunshine of encouragement and cheer is, indeed, what our blind children need more than anything else. We must think they can do, and help them to think so. What they think and what they do, that they are.

In the Kindergarten, the mistake of depressing a child on the one hand, together with the equally common one of unduly exalting him—making him the pampered centre around which the entire family revolves—is counteracted, and gently but firmly dismissed, for in the Kindergarten

the child discovers a pure democracy, and finds his true level—up or down.

If the child enters with a small idea of his capabilities, if he is timid in his new surroundings and doubtful of self, the sense of community which he finds in the Kindergarten comes to his aid, and is stronger than detachment and defeat. He has yet to learn what a wonderful tool-chest he carries in the form of his little hands, what store of pleasure and action the Kindergarten, through the medium of the hand alone, can yield him. He has no realization of his power to do. If he tries at all, he does so very feebly, and does not at first succeed. The Kindergarten effectually helps him here. He tries again, and this time succeeds. Self-trust is born, first secret of success. With the exercise of self-trust new powers appear in him. Willingly he sets to work acquiring for himself, with delicious unconsciousness of the fact, habits of attention, industry, painstaking, order, and a host of other good habits to be his life-long companions.

Emerson never spoke a truer word than when he said, "Effort creates faculty." The child's dawning consciousness of these new-rising powers is good to see, and is attested by more confident movements in his next undertakings. In his own childish measure he is a new Columbus, discovering a new world in himself. Every future experience helps him now to a fuller consciousness of this world of potential being within him. And this gives rise to a new star in his sky, self-respect, the central sun of all virtue.

In all the work and play of the Kindergarten, emphasis is laid on loving sympathy. The child's imagination is cultivated that sympathy may bloom. His character expands in proportion as his sympathy expands, and the latter increases in strength as the sphere of its exercise enlarges. Fiske says, "Half of the cruelty in the world comes from a stupid incapacity to put one's self in the other man's place."

An effective means to this end is found in the occupations, and in the dramatic and imaginative games, of the Kindergarten. The child hears about the teamster and

calls himself one. As a little wheelwright he mends the wheel. As a farmer he hauls his wheat to mill, and as a miller, he grinds the grist. All these tend inward to him as he tends outward to them. He learns the varied life of the world, the processes through which the things most familiar to him, his food, his clothes, the countless objects of every-day life, have come to him. He thus gains a sense of associative interest and understanding sympathy, of mutual service and need.

"I think," says Tolstoi, "the first condition of a good education is that the child should know that all he uses does not fall from heaven ready-made, but is produced by other people's labor."

Through the Kindergarten the child enters into the multiplex life of the world with its teeming toilers. There is instilled into his mind a desire to help in the world's work, to go forth and take his place, and do his part in the world's life.

And in all this the Kindergarten sets the emphasis upon the joy of doing. Montaigne expresses perfectly the philosophy of the Kindergarten, "There is nothing like *alluring* the appetite and affections; otherwise you make but so many asses, laden with books; by dint of the lash, you give them their pocketful of learning to keep; whereas to do well, you should not only lodge it with them but make them espouse it." His father thought it a good and wise plan to educate his child's mind "in all liberty and delight, without severity or constraint," and we cannot be surprised, therefore, to find this son writing, in later years, "Were it left to me, I would paint the school with the pictures of joy and gladness. Where their profit is, let them have their pleasure too."

Gladness in doing, joy in becoming, a cardinal Kindergarten doctrine, fulfilling in practice the educational ideals of our genial and philosophic essayist. Imagination, beauty, relatedness, sympathy, cooperation, the nobility of well-performed labor and work well-done, and joy in it all—the essence of Kindergarten philosophy and practice. Only the

beginnings of these things, it is true. Short steps, to be sure, but their direction is the crucial point. The hours that lie between the gloom of night and the glow of sunrise are traveled through, says George Eliot, "by tiniest markings of the clock." We are dealing with beginnings. It is Spring-time and blossom-time; fruit-time and harvest-time will come later.

I once heard someone say, "The time of a child in an institution is so short, it is a pity to waste two or three years of it in a Kindergarten."

The time of a child would indeed be wasted in a Kindergarten, it would be wasted in any school or institution which the ingenuity of man has ever devised, if we taught, as Walt Whitman says, "only a lot of boys and girls only the tiresome spelling, writing, ciphering classes."

But Walt had clearer vision and deeper insight than this, and he exclaimed, "Ah more, infinitely more."

If the child's time is wasted in the Kindergarten, it is being wasted in being taught the "infinitely more," which Whitman, in his big, assured, triumphant way sets above all else.

These forth-steppers from latent, unrealized baby-days, towards what are we leading their steps? Is setting the child's little feet, at this early stage, in the right path something worth while? Is the opening sense of beauty and order and gladness in doing, worth while? Is the quickening of the imagination, the pleasurable excitement and sunshine of play which sweetens his whole nature, the varied and delightful occupations which animate his mind, which educate his hands to minister to his entire being, which stir his energies and brace his will to achieve, and which are thereby converting darkness to light before him, are these worth while?

Watch him while he patiently adds block to block, building innumerable things,—he is building character, too. The feeling that he is good for something awakens in him. His heart is rejoiced. His muscles are growing stronger and more flexible; he is shaking off his lassitude. He is

catching a cheerfulness of spirit that shall brighten all his way.

Witness his delight in clay, by means of which he gains clear, exact, impressions of the world about him, and gains something besides, the power to think. (I realize that the power to find others to think for us is largely, but, I fear, erroneously, considered worth while.)

What is the educational value to the child, and especially to the blind child, of all this Kindergarten training? The child furnishes the answer. His whole being sheds a new light. His form is more erect. His spirit is growing self-reliant. He is finding himself. If thus helping the young soul, adding energy, inspiring hope and self-trust, blowing the coals into a useful flame, to be fanned and further fed as he passes upward—if this be worth while, the time spent by the child in the Kindergarten is wasted *divinely*.

Lincoln regretted that the rest of the generals, in our Civil War, did not consume the same brand of a certain stimulant which Grant was accused of imbibing. It would be well indeed if all our schools and institutions, of whatever grade, should thus waste the time of their happy pupils.

The function of the Kindergarten is to put in motion every activity of the child's nature on the basis of the supreme importance of character as the highest end and ultimate goal of all education.

Is the Kindergarten succeeding with the blind child along these lines? If so, give it to him freely. As Carlyle says, and common sense has said before him, "If there is a harvest ahead, even a distant one, it is poor thrift to be stingy of your seed-corn." Some day when we all realize that the Kindergarten is a plan of development, a garden for growth, not alone for the children, but *for us all*, then will the love and faith of its founder be justified, and little children the world over, whether with or without sight, come into their birth-right.

Give us indeed a Kindergarten. We renew this appeal

after added years of trial and extended application. Give us a Kindergarten—and give it to us freely.

All governments, all arts, all that was or is apparent upon this globe, fall into niches and corners before the procession of souls along the grand roads of the universe.

Forever forward they go; toward something great—toward the best.

It is my own deep conviction that the Kindergarten is indissolubly united with this great forward movement of the race, as proclaimed by the Good Gray Poet of Democracy, and is playing an indispensable part in the evolution of humanity.

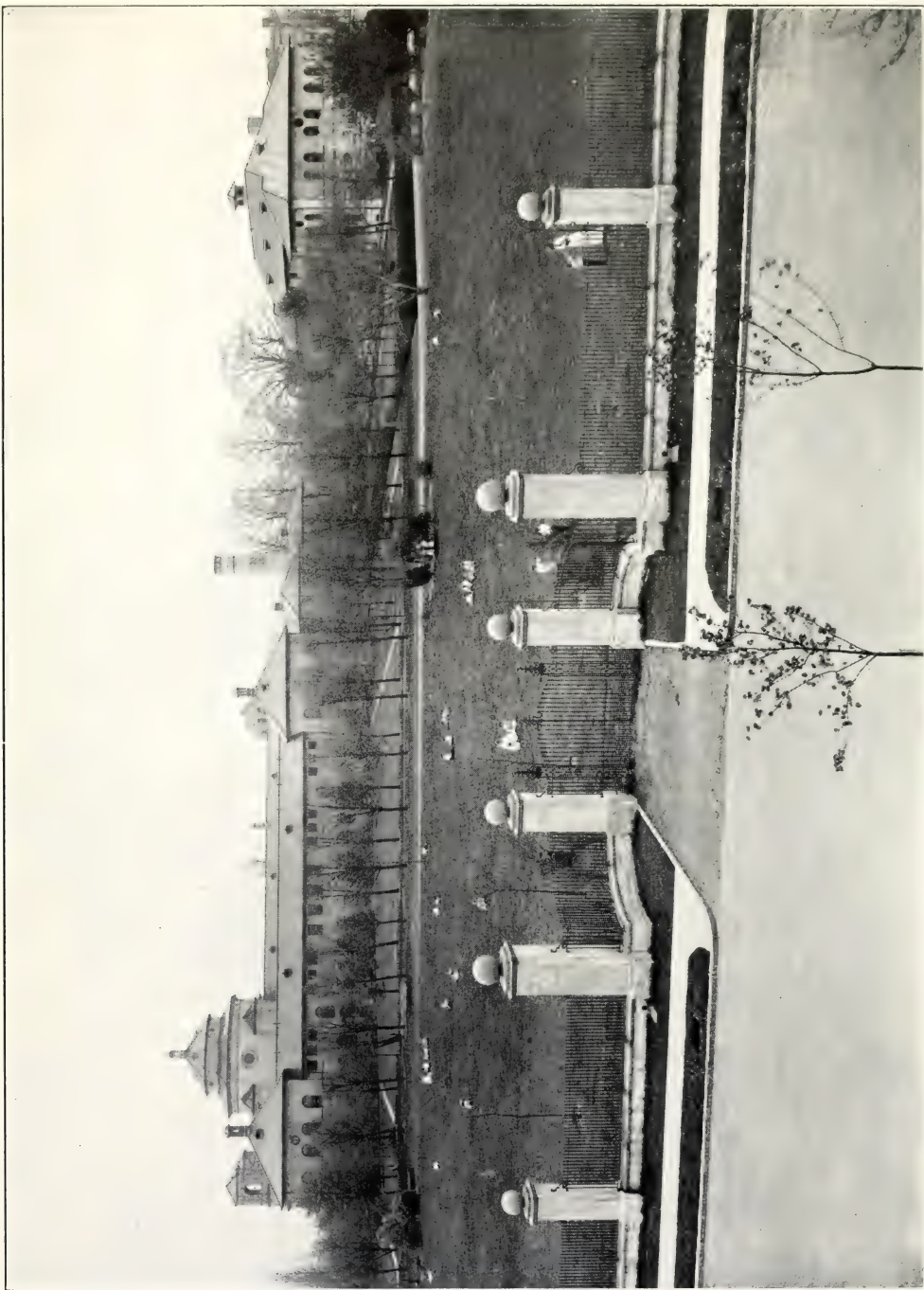
NOTE.—The author of this paper, Mrs. Barber, was kindergartner in our school from September, 1892, to June, 1905. This paper was prepared primarily for and read at one of the regular bi-monthly teachers' meetings during the school year 1906-07. The paper possesses such inherent merit and presents such an accurate picture of Mrs. Barber's attitude toward "her children" that it is presented here in full. It is a worthy tribute to the devoted and unselfish service which she rendered at the Kindergarten for thirteen years.

Upon her leaving Mr. Allen, with whom she had worked, paid her this well-merited tribute.

"Mrs. Barber had been our kindergartner for thirteen years; but she had been more than a professional teacher of our babies. They were her own children while they were with her and after they passed on to the school she never lost her love for them or her interest in them. To the slow and the dull she was particularly tender, patient and faithful.

"Those who came under her influence during her blessed years at the Pennsylvania School owe more to it than they can ever tell. I know that kindergartners such as she are born, not made."





VIEW OF THE GROUNDS AND BUILDINGS LOOKING TOWARD THE WEST

EIGHTY-FOURTH ANNUAL REPORT

OF THE

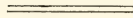
MANAGERS

OF THE

Pennsylvania Institution

FOR THE

Instruction of the Blind



PRESENTED TO THE ASSOCIATION

AT THE ANNUAL MEETING, DECEMBER 21, 1916

***Proceedings of the Eighty-Fourth Annual
Meeting of the Association.***

The stated annual meeting of the members of The Pennsylvania Institution for the Instruction of the Blind was held on Thursday, December 21, 1916, at 5.30 P.M.

Judge J. Willis Martin was elected Chairman and Mr. Eli Kirk Price Secretary of the meeting.

The minutes of the last annual meeting were read and approved.

The annual reports of the Board of Managers and of the Principal and a special report of Albert G. Cowgill, Principal Instructor, on the Boy Scouts of the Institution were presented and on motion were referred to the incoming Board with the report of the Committee of Audit and Inspection to publish such portions of them as it might deem advisable.

Nominations of officers to serve for the ensuing year were made and on motion the Secretary was unanimously instructed to cast one ballot for those nominated. The Secretary reported that he had cast the ballot, as directed, and the Chairman declared the following persons duly elected:

OFFICERS OF THE INSTITUTION

Patron

HIS EXCELLENCY, GOVERNOR MARTIN G. BRUMBAUGH

President

JOHN CADWALADER (1870)*

Vice-Presidents

GEORGE H. FISHER (1876)
WILLIAM DRAYTON (1882)
ALFRED L. ELWYN (1884)
J. WILLIS MARTIN (1890)

Corresponding Secretary

ERNEST ZANTZINGER (1890)

Recording Secretary

ELI KIRK PRICE (1897)

Treasurer

JAMES CROSBY BROWN (1906)

Consulting Physician

CHARLES D. HART, M.D. (1912)

Consulting Surgeon

HENRY R. WHARTON, M.D. (1900)

Managers

Owen Wister	(1891)	Edward Hopkinson	(1910)
James P. Hutchinson, M.D.	(1894)	William Masters Camac	(1910)
John S. Newbold	(1899)	George S. Robbins	(1912)
Sydney G. Fisher	(1901)	William H. Jefferys, M.D.	(1913)
Geo. E. de Schweinitz, M.D.	(1905)	George M. Coates, M.D.	(1914)
Beauveau Borie, Jr.	(1905)	Charles J. Biddle	(1916)
Jos. Lapsley Wilson	(1907)		

* First elected a manager or an officer.

STANDING COMMITTEES

Finance

JOHN S. NEWBOLD JOS. LAPSLEY WILSON
WILLIAM DRAYTON EDWARD HOPKINSON
 GEORGE S. ROBBINS

Instruction

GEORGE H. FISHER OWEN WISTER
WILLIAM DRAYTON JAMES P. HUTCHINSON, M.D.
J. WILLIS MARTIN SYDNEY G. FISHER
 GEORGE E. DE SCHWEINITZ, M.D.

Household

BEAUVEAU BORIE, JR. GEORGE S. ROBBINS
JOS. LAPSLEY WILSON WILLIAM H. JEFFERYS, M.D.
WILLIAM MASTERS CAMAC CHARLES J. BIDDLE

Admission and Discharge

WILLIAM MASTERS CAMAC WILLIAM H. JEFFERYS, M.D.
EDWARD HOPKINSON GEORGE M. COATES, M.D.
 CHARLES J. BIDDLE

City Office

JOS. LAPSLEY WILSON ERNEST ZANTZINGER
 WILLIAM MASTERS CAMAC

Ladies' Visiting Committee

MRS. JOHN CADWALADER MRS. WILLIAM H. PATTERSON
MRS. EDWARD COLES MRS. E. FLORENS RIVINUS
MRS. ELI KIRK PRICE MRS. DAVID D. WOOD

OFFICERS OF THE HOUSE

Principal

OLIN H. BURRITT

Prefect

NEIL CROWLEY

LITERARY DEPARTMENT

Principal Instructors

ALBERT G. COWGILL

JOSEPHINE L. CHRYSLER

Assistants

ETHEL H. FARIES

ELWOOD M. GOVAN

MABELLE R. GRIGG

PHILIP A. RANDLE

HARRIET E. TOTMAN

BERTHA N. WILCOX

MARY BENSON

SADIE E. BROWN

NELLIE CURRAN

ISABEL S. LONG

MARY QUINN

MARIAN L. SIMPSON

FRED A. BELLAND, MARY BENSON, *Physical Culture*

JESSIE ROYER GREAVES, *Physical Expression and Declamation*

Assistants at the Kindergarten

MINNIE BUSH, *First Grade*

ANNIE K. HARTMAN, *Connecting Class*

ANNICE M. HUCKINS, *Kindergartner*

ANNIE G. McLAUGHLIN, *Principal's Assistant*

FLORENCE TRIMMER, *Assistant in Principal's Office*

MUSIC DEPARTMENT

Principal Instructor

RUSSELL KING MILLER

Assistants

OSCAR H. BILGRAM, *Piano and Organ*

ELSIE E. BRUGGEMANN, *Piano*

MARY E. DAVISON, *Piano*

ORCA Z. MILLER, *Solfeggio and Singing*

S. GERTRUDE REESS, *Piano and Music Reading*

HENRY M. EICHENBERGER, *Tuning*

MANUAL TRAINING AND WORK DEPARTMENT

EVERETT K. JENKINS, *Master of Handicraft*

JAMES HAMILTON, *Broom-work*

HERBERT HARTUNG, *Cane-seating, Reed, Raffia*

ELIZA M. ROSS, *Work Mistress and Teacher of Domestic Science*

EDITH MANNING, *Reed, Raffia, Knitting, Crocheting*

MABEL COLVIN, *Machine Sewing*

NELLIE CURRAN, *Cane-seating*

RESEARCH DEPARTMENT

SAMUEL P. HAYES, *Psychologist*

KATHERINE I. ROESE, *Assistant*

LIBRARY AND PRINTING OFFICE

SARAH STERLING, *Librarian and Proof Reader*

HERBERT HARTUNG, *Assistant to the Librarian*

NELLIE G. MCINTYRE, *Librarian Special Library and Stereotyper*

WILLIAM S. RUTLEDGE, *Stereotyper*

IDA E. PRICE, *Proof Reader*

JESSIE D. GUTZLAFF, *Proof Reader*

Matron

ELIZABETH C. LORIMER

Housemothers

Girls

MARY M. WEBER

Senior

Intermediate

EMMA G. ROBERTSON

Primary

AMELIA K. GRIER

Boys

MARY A. PALMER

MARY DEWEES

GERTRUDE RAWLINGS

Relieving Housemother

ANNA S. MACKNIGHT

Kindergarten

ELIZABETH K. WEBER

MAUD M. BAUM

Chief Engineer

JAMES A. PLATT

Attending Physicians

FRANCIS W. SINKLER, M.D.

WILLIAM DRAYTON, JR., M.D.

THOMAS B. HOLLOWAY, M.D., *Ophthalmologist*

WILLIAM PENN VAIL, M.D., *Laryngologist*

THOMAS W. BUCKINGHAM, D.D.S., *Dentist*

FIELD OFFICER AND MANAGER OF THE SALESROOM AND EXCHANGE

LIBORIO DELFINO

***Eighty-Fourth Annual Report of the Board of
Managers to the Members of the Association,
to the State Board of Charities, and to
the Legislature.***

I am glad to say that another very successful year's work has been accomplished by our Institution.

The annual report of the principal being the eighty-fourth since the establishment of the school is unusually full of important statements and suggestions in connection with the work of this Institution.

It should be studied carefully and when published will be of great value to all instructors and others interested in the development and education of those without sight.

The statement of the modified musical training under Mr. Miller may create differences of opinion but the reasons for the views, concurred in by Mr. Burritt, are well stated and may be convincing. My own experience after the many years of association with the Institution makes me think that training on the organ would secure a larger number of our pupils with employment in later life than can be obtained by instruction on the piano alone.

The loss of Madame Suelke-Shaw as a teacher of singing will long be felt. She was so enthusiastic and keenly appreciative of the capacity of any pupil that she inspired all who came in contact with her with the truest love of vocal music and ambition to excel in it. The tribute which the principal pays to her for her twenty-three years of service is deserved in every respect and this Board unites most cordially in thanking her for her devotion and successful efforts and in expressing their gratitude for her long and unselfish loyalty to our Institution.

The practical training in salesmanship is referred to and the earnings of the pupils in securing subscriptions to magazines and especially the "Review of Reviews" which was very liberal in its compensation, are very substantial. A special value in this work to the students was the right to obtain a scholarship at any college or university if a certain number of subscriptions was obtained.

The Boy Scout Movement is one of peculiar interest. The widening of their associations and the physical development secured by the Boy Scouts and Camp Fire Girls has proved of the greatest value. This subject is treated very fully by the report of Mr. Cowgill, which will be printed as an appendix to the Principal's report. It gives in detail the experience of boys in their camp life, showing their capacity to meet nearly all of the requirements of the Scout organization. On the 10th of June, 1916, a full double column editorial appeared in the *North American*, entitled "With the Blind Boy Scouts" which is an admirable statement of the capacity of these boys brought prominently to the attention of the general public.

The success of our pupils at the University and Normal Schools is another item usefully treated in the report. It shows the value to the capable blind of a higher education very clearly.

The principal urges an appropriation to supply readers for blind pupils. Several states have passed laws providing such funds to aid blind students at institutions of higher learning and it would seem eminently proper that Pennsylvania, a pioneer to a great extent in the education of the blind, should unite in supplying a fund for the purpose. The need of readers for the blind shows the necessity for a greatly extended publication of books printed in the Braille type. Now that a uniform type may soon be adopted an effort should be made to secure a large endowment of a printing house for the blind, where books essential in the education and training of blind persons could be printed without regard to their being profitable by sale. The standard text books used by students in colleges and elsewhere should be included among such books. It is hoped that some sympathetic man of wealth may welcome this opportunity to benefit a most deserving class by creating an endowment with this object in view.

The formation of an Alumni Association by the men graduates following the women who adopted their organization ten years earlier, is greatly increasing the interest in the school. The annual return of our graduates keeps them in touch with the school and enables us to see the results of their training on their after life. The school paper maintained by them will increase this interest.

The research work which has now been started was a movement that appealed to Dr. de Schweinitz, a member of the Board, and it is hoped that, by another year, positive gain can be shown in this direction. Dr. de Schweinitz, in an address delivered in New York in November, 1915, referred to the subject and expressed his belief that by "a sensible application of the principles of modern psychologic research" much help could be gained in schools for the blind.

Reference to the Conference of Home Teachers is given in the report. This conference was the means of bringing together for an exchange of views many occupied in varied fields of work for the blind.

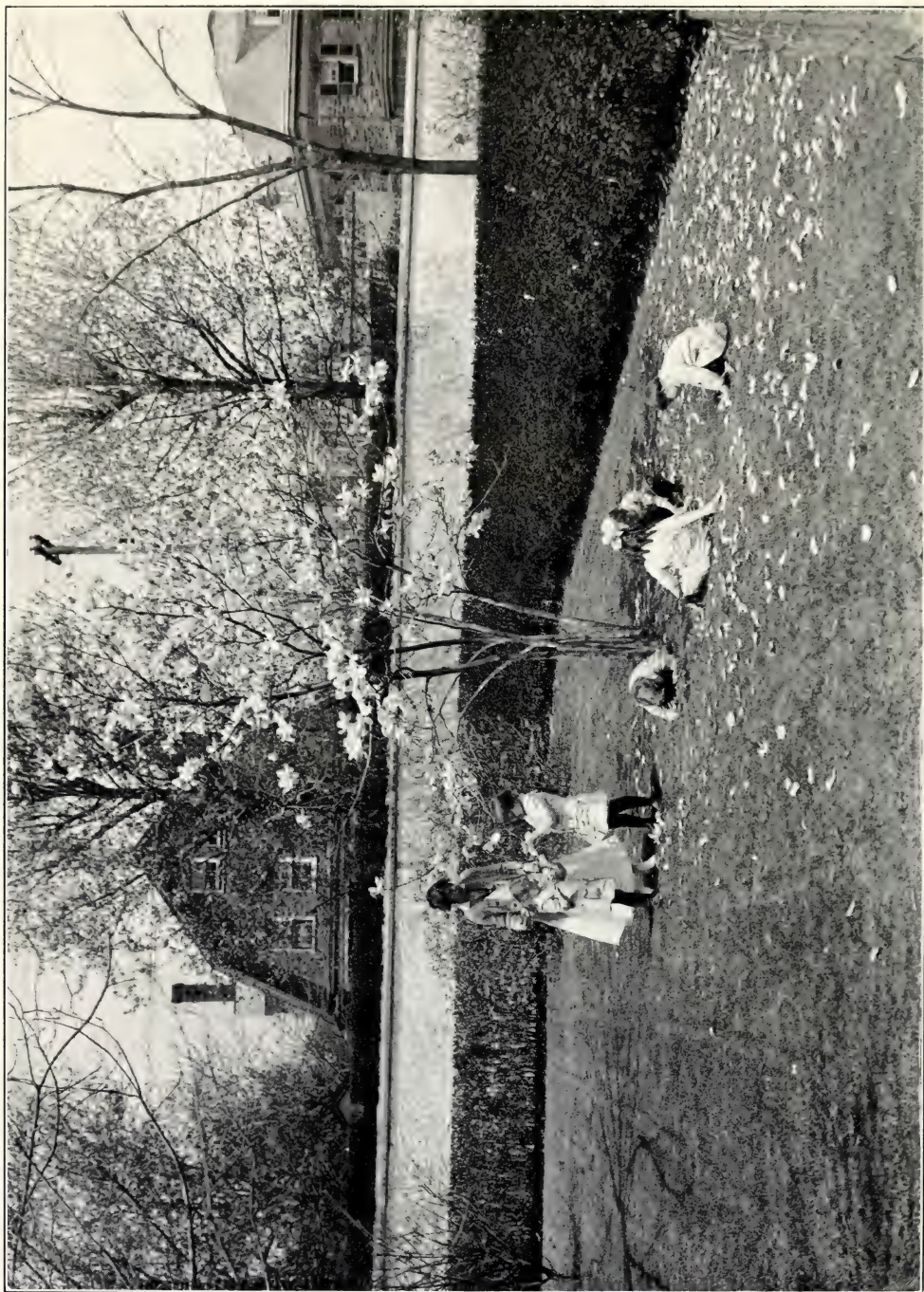
A great growth of the work of the Salesroom and Exchange is shown in the report. The employment and compensation secured for many blind workers who would otherwise be in an almshouse is given in detail. The principal urges an effort to secure an endowment fund for this work by which its usefulness could be greatly increased.

The loss last year to our teachers and employees was great by death. This year we have lost six by resignation. They were all valuable and devoted workers in the Institution and we deeply regret parting with them. The loss of Miss Howard, Mrs. Summers, Mr. Bausch and Madame Suelke will very long be felt. Mr. Bausch has gone to an enlarged field of usefulness in the City of Cleveland and he could not be expected to refuse so important a post. He left the Institution after years of the most useful service and personal influence for good that cannot be overestimated. He carries with him the warm regard and good wishes of all who have known him. We hope for him and for the others who have gone to other fields of usefulness equal success and satisfaction in their new fields.

Reference to the Halifax Convention should be read carefully. While the uniform type is not yet definitely determined it has reached a point which indicates no very great delay in the consummation of this very necessary result.

Taken as a whole the Institution presents to the public a most useful and valuable statement of work for the blind.

JOHN CADWALADER,
President.



NATURE STUDY AT THE KINDERGARTEN

When the magnolia is in bloom

Annual Report of the Principal to the Board of Managers.

GENTLEMEN:—

The past year has been one of gratifying progress in all departments of the school. What with an unusual number of changes in the staff; an exceptionally trying year in the domestic department because of ill-considered State legislation regulating the hours of labor of women, unnecessary so far as it is applicable to a school like this; with the ever-present problem of the feeble-minded blind no nearer solution than before; with the question of the provision of suitable training for the several groups of our pupils with due emphasis alike upon the cultural and the vocational elements in the course of study; and with a feeling of great responsibility that we shall so train our capable pupils that they can achieve self-support, our less capable that they can contribute toward their support and be useful members of their families and of their several communities, and all those whose lives we touch that we shall elevate the condition of all our people—we have had hard problems to meet. But we have a devoted staff and with scarcely an exception each lifts his share of the load; while the splendid spirit that obtains among the pupils whether at work or at play makes all the burdens lighter and supplies the necessary inspiration to us all to keep trying to find the solution of our many-sided problem.

In presenting this, my ninth annual report, as my contribution toward the eighty-fourth annual report of the school, the topics I have selected for consideration fall under three main divisions:

1. Those problems and activities that are concerned with the daily home and school life of our school family.
2. The problems that are connected with the after-school life of our pupils.
3. Those general movements that pertain more particularly to the uplift of all the blind, whether present or former pupils or those who have lost sight in adult life after the age for attending school has passed.

Some overlapping of the topics is inevitable, which only serves to emphasize the truth that it is impossible to divorce

the problems involved in the training of the young blind from those pertaining to their subsequent employment.

With the death of Mr. Wood in 1910 changes in the personnel of the music department became inevitable. Of the **Aims and Methods of Our Instruction in Music.** seven assistants in the department, among whom is included our teacher of tuning, listed in our seventy-seventh annual report—the last report in which Mr. Wood's name appears—two have died, three have resigned and two remain. As the position of Supervisor of Music Practice has not been filled, the assistants now number six instead of seven. With changes in personnel and particularly with a change in the head of the department, changes in method and in the emphasis upon the several lines of instruction are likewise inevitable.

At my request Mr. Miller has prepared a statement of his views of the place in the education of our pupils that music in its various forms should occupy, the goal of such instruction and the best methods by which his ideal can be realized; and as we are often asked, particularly by other schools for the blind both in this country and abroad, about the aims and methods of our musical instruction and that all who are interested may understand them, I am incorporating within my report what Mr. Miller has written.

"We are frequently asked why the study of music holds such an important place in the education of the blind. The question is easily answered. Music is the only one of the fine arts which the blind can cultivate and enjoy on a parity with the seeing. Then, it is shown by its introduction into the curricula of public and private schools for seeing children that no system of general education is considered complete which does not include a course in the fundamentals of music. Finally, music offers to those who possess a sufficient degree of talent and industry a congenial and profitable means of livelihood. The work of the Music Department presents, therefore, two distinct phases: the development of an appreciation of music, so far as is possible, on the part of every individual pupil of the school; and the vocational training of such of our pupils as show marked musical talent and ability. In our present plan of organization we have endeavored to cover fully both phases.

"Music study commences when the child first enters the school. In the kindergarten pupils are taught to sing simple nature songs by rote. When they enter the main school they are placed in an elementary singing class, the first lessons

being devoted to ear training and solfeggio. To these are added tone production and the simpler elements of musical Braille. Later on pupils are trained to write, in correct Braille notation, musical phrases which are played or sung to them, beginning with the simplest phrases and progressing until phrases of moderate difficulty, in either major or minor, can be notated with facility. Pupils in these classes are taught, at the same time, the words and music of the hymns used in the daily prayer services and how to sing these hymns with good tone and diction.

"These elementary classes meet daily and the course covers four years, being carefully graded in accordance with the best systems of school music in general use.

"At the close of this course all of the girls and such of the boys as are not in the period of 'changing voices' enter the main chorus of the school for more advanced choral work. The advantage to our pupils of the four years of solfeggio work will show here in their ability to read vocal music 'at sight'; in the correctness of their tone production; and in the knowledge which they have acquired of intervals, rhythm, scales, etc. Even should they progress no further in music they have gained a knowledge of its fundamental principles which will prove invaluable to them in their appreciation of the art.

"Younger pupils will not take up the study of the piano until they have been recommended by their teacher of solfeggio. They will continue, however, with the solfeggio classes until the completion of the course.

"The piano is generally accepted as the basis of a well-rounded musical education; it is the medium through which a general musical education can best be acquired:

1. Because it is the only solo instrument which contains in itself the power of producing at one time the three fundamental elements of music; rhythm, melody, and harmony.
2. Because of the extent and diversity of its literature.
3. Because the best music for all instruments or combinations of instruments can be transcribed for the piano.

"In every School of Music, music study begins and ends with the study of the piano—a pupil's degree of advancement being measured by his proficiency as a player on this instrument and the knowledge he has acquired of its literature. Following this line, I am laying particular stress on the work of the piano department. Children who show talent will be started at the piano as early as possible. Many of these will, in time, reach the limit of their ability and will be dropped in order to make way for others who are coming on. Those who develop marked ability will continue until graduation.

"Our staff of teachers is, I believe, above the average in their musical equipment and in their devotion to the work.

They have had considerable experience before coming to us and were, with one exception, trained in one of the best Normal Piano Schools in the city.

"While we expect that all of our music pupils will play as well as their varied degrees of ability will permit—and to this end are giving them the benefit of the most advanced methods of piano instruction—we realize that only a few will eventually reach the goal of graduation in music. And it is fair to assume that, as a rule, the professional careers of our graduates will be devoted mainly to teaching the piano. Experience has proven that the major portion of a practical musician's income will be derived from this source. Every home in which there is any appreciation of music or a desire for it, possesses a piano and, where there are children, the services of a piano teacher will be required.

"In days past, little more was expected of a piano teacher than the ability to show that he could play the instrument moderately well. Today piano teaching has become a highly specialized profession and there is hardly a Music School of any standing which does not include in its curriculum a Normal Training Course covering a period of one to two years or more. Since our graduates must eventually come into competition with sighted graduates of conservatories it is apparent that they should be, at least, equally well prepared.

"In our Normal Department pupils of our school are given the opportunity of teaching sighted children under the supervision of the teachers of the Music Department. This year there are eleven sighted children receiving instruction from our blind pupil-teachers. And I wish to add that the four children from outside who joined the class this year were brought in through the influence of other children who were members of last year's class; not through any solicitation on our part. This I feel, speaks well for the quality of work done by our pupil-teachers.

"Harmony and musical history classes are conducted in both the boys' school and the girls' school. The harmony course covers two years. The musical history classes meet twice each week, the time being divided between the study of musical history, the discussion of the Symphony Concert programs, and staff notation.

"Pupils who show talent for the organ and who seem fitted to become eventually church organists are given the opportunity for organ study. To this study is added the experience to be derived from playing at the daily prayer services.

"To what extent the study of the organ should be carried on in schools for the blind is, to my mind, a question. I have tried a number of times, where there were church positions vacant, to get a hearing for one or two of our best organists, but without success. And I remember hearing Mr. Wood say

that the outlook for a blind organist wishing to secure a profitable church position was far from encouraging.

"I have had some correspondence on this point with other schools for the blind and find that this feeling seems to be general. Mr. Gardiner, of the Boston school, tells me that they rarely teach the organ. And I learn from the principal of the New York school that, while they do teach the organ, they have little expectation of their pupils eventually securing church positions. The difficulty seems to lie in the fact that there are so many sighted organists, many of them good ones, who are at present out of a position; and that the churches seem to prefer, under the circumstances, a man who can see. For these reasons I have gone somewhat slowly in the matter of organ study.

"There are, however, certain pupils of the school who appear to show a marked aptitude for organ playing and who seem to be fitted to take up this branch of musical work should the occasion arise. These will be given every opportunity for development along this line.

"The requirements for graduation from the Music Department do not differ widely from those in music schools for the sighted. For graduation, we require of our pupils in music:

1. The ability to play on the piano in a satisfactory manner, technically and musically, one or two movements from a standard concerto of moderate difficulty.
2. Two years of harmony and musical history.
3. Two years of training in the Normal Department.

"The changes that have occurred in the Music Department since I took charge have been changes in degree rather than in kind. Piano, organ, harmony, and singing have always been included in the course of study; but special stress seems to have been laid heretofore on the singing. In line with the policy pursued in other schools for the blind, I have felt that particular emphasis should be laid on the vocational training of our pupils—their preparation to take up music, as a profession in competition with sighted graduates of conservatories. At the same time, I have kept in mind the great mass of pupils who will not take up music as a vocation, but who should have a general knowledge of the fundamentals of music such as can be acquired today by every public school pupil. These are provided for in the graded singing classes and by a certain amount of piano instruction where the pupil is fitted to profit by it.

"The appointment of Miss Miller as resident teacher of singing is in line with my feeling that all departments of vocal music should be under the direction of one person who has made a life study of this particular branch of musical work. Miss Miller brings with her a wide experience as a teacher of singing, as a teacher of elementary solfeggio, and in choir and

chorus training. She has entered on her work with enthusiasm and will prove, I feel sure, a valuable addition to our staff.

"In organizing our Music Department along the lines that I have indicated, I have taken advantage, wherever possible, of the experience of other schools for the blind; particularly that of the Perkins Institution, whose plan of organization I have followed in a general way. At the same time I have introduced, wherever I could, the methods in use in the best schools of music for the sighted. Much of what appears to be innovation is really not so. Upon referring to the annual reports of past years I found that the study of vocal sight reading had been introduced into the school some eighteen or twenty years ago with distinctly good results. It appears to have been discontinued, however, when the preparation of the public concerts began to make such wide demands on the time of the Music Department. We are employing the system then introduced—the Galin-Paris-Chev —systematized along modern lines and applied to every pupil of the school at an age when the principles involved in this particular branch of musical instruction are most readily acquired.

"Our system of piano instruction is founded on what is known as the Virgil Method, so modified as to meet our requirements. Some time before his death, Mr. Wood discussed with one of the chief exponents of this system its advantages and possibilities, and seemed very much interested in the results that had been attained under it. He even had one of the claviers brought into the school. The system was not introduced, however, under Mr. Wood's administration.

"In conclusion, I can see no reason why the musical education of the blind should differ fundamentally from that of the seeing; and in this point of view I am upheld by the heads of music departments in other schools for the blind. We often speak of so training our pupils that they can live and work side by side with those who can see. This is as it should be. But it does seem clear that, unless our pupils are given the full benefit of sighted methods, they cannot do this successfully. My experience so far has proven to me that not only are modern sighted methods of music study applicable to the blind, but also that our blind pupils can, in turn, apply these same methods to sighted pupils who come under their instruction."

Mr. Miller has entered upon his seventh year as our director of music. In filling the vacancies on the musical staff he has selected teachers of recognized ability. During his six years' connection with the school he has endeavored to catch the spirit that has obtained in the music department in order to hold fast to the splendid traditions of the past and at the same time he has striven to keep abreast of the best musical thought of the

age. His one aim, which he has consistently followed, has been to provide for our pupils such a musical education as will equip them for the profession of *teaching* music at least as well, if possible better, than seeing teachers with whom they must compete. In his feeling that it is as *teachers* and, in the vast majority of instances, as *teachers of the piano* that our pupils will succeed, Mr. Miller is unquestionably right; for a study of the careers of our musically trained pupils proves the correctness of this position.

Mr. Miller's position as organist in one of the leading churches of the city keeps him in constant touch with the practical problems of the church organist and gives him a first-hand knowledge of the requirements for acceptable work in this field. His association with a small musical club, largely made up of the heads of various music schools, which meets regularly for the discussion of musical topics, gives him an excellent opportunity to compare our work with what is being done in schools for seeing children. His position as teacher of organ and harmony in one of the best schools of music in Philadelphia keeps him in close touch with the best in musical instruction that is afforded. Such professional associations as these are of great value in the training of our pupils musically and they can but react favorably upon the matter and the method of instruction in our school.

After twenty-three years' service as our teacher of the voice, Madame Suelke-Shaw declined reappointment. During her connection with the school, Madame has done much to improve the quality of the singing of our pupils. She taught the more advanced pupils individually and always assisted the director of music in training the school chorus alike for the singing at the morning and evening prayer service and for its more ambitious public performances. She knew the pupils thoroughly and she could always get them to sing; and, at least since the school moved to Overbrook, she has accomplished this by coming only one day a week. Through her excellent instruction a number of good soloists have been developed among our pupils.

While Mr. Geibel was connected with the school he taught classes in singing; and eighteen years ago (in the fall of 1898) there were organized in the school "classes in sight-singing by

the Galin-Paris-Chev  system.”* Mr. Geibel taught these classes until he severed his connection with the school in the fall of 1901, after which Mr. Bilgram taught them for a time. With the increased time needed in preparation for the public concerts at which oratorios were presented, the class singing had to give way. But no one can read the official report prepared by Mr. Wood after two years’ experience with the system without getting the impression that he was thoroughly convinced of its value.

Because of our belief in the value of this instruction, which we share with musicians generally, we have this fall employed a resident teacher who will give her entire time to the teaching by graded classes of singing and its closely allied branches. Individual instruction for our most advanced pupils with unusual talent will be continued, but for the present the emphasis will be placed upon this sight-singing by *all* the pupils daily in graded classes.

Through the subscription department of the “Review of Reviews” our older pupils, who possess the necessary qualifications and who cared to undertake it, have had an opportunity for the past two years to secure some very practical experience in salesmanship by soliciting subscriptions for the “Review of Reviews.” Mr. Cowgill, who has had supervision of the work for the magazine company and who has devoted all his time to it during the past two summers, has this to say about it:

**Practical Training
in Salesmanship.**

“A half dozen boys tried this new kind of salesmanship—that of selling subscriptions to the “Review of Reviews” during the Christmas holidays, 1914—one boy taking 55, another 27, another 15; the rest taking only a few orders. These young agents had received very little training, knew very little about the magazine they were trying to sell; but this experience opened our eyes as to its possibilities. Accordingly, plans were made for promoting this new field of work for blind boys and girls. The printing press Brailled for Mr. Frey, manager of the Scholarship Department for the Review Company, his handbook of instruction, a book containing 150 pages of embossed matter. This was used in connection with reports from actual experiences boys obtained from canvassing on

*For the reasons for this step see page 15 of the Sixty-sixth Annual Report (1898) of the school. See also pages 65 and 66 of the Seventy-third Annual Report (1905) for an “Official Report on Our Experience with the Galin-Chev  Method of Sight-Singing, made in January, 1901, by Mr. D. D. Wood, Principal Instructor of Music.”

Saturdays. One period a week was given to this sort of work in the business class, so that each boy who had signed a contract to try this proposition was adequately prepared so far as the theory of salesmanship goes.

"Twenty boys and six girls tried to do the work. Of course all were not successful. They ran about as follows according to the time spent at it, varying from five hours to five weeks, the longest anyone worked:

	Number of subscriptions
Girl, 18 years of age, partial sight.....	4
Boy, 24 years of age, partial sight.....	16
Boy, 16 years of age, totally blind.....	18
Boy, 18 years of age, totally blind.....	20
Boy, 16 years of age, partial sight.....	25
Boy, 19 years of age, totally blind.....	30
Boy, 19 years of age, partial sight.....	31
Girl, 21 years of age, partial sight.....	40
Girl, 22 years of age, totally blind.....	41
Boy, 21 years of age, partial sight.....	80
Girl, 22 years of age, totally blind.....	104
Boy, 24 years of age, totally blind.....	125
Boy, 17 years of age, partial sight.....	140
Boy, 26 years of age, totally blind.....	180
Boy, 19 years of age, totally blind.....	202
Total	1056

"The average net return on each of these subscriptions is 65 cents, so that we find the fifteen pupils have \$685.40 to their credit.

"Since September (1915) several of the boys have been canvassing on Saturdays and during the Christmas and Easter holidays and have progressed in the work most rapidly. Our boys have carried off first and second prizes in both holiday competitions, one boy selling one hundred subscriptions in six days. Another boy who started the first of the year has sold four hundred ending May 1 (1916). Another star of last year sold magazines all year and boasted that he never had to send home for money.

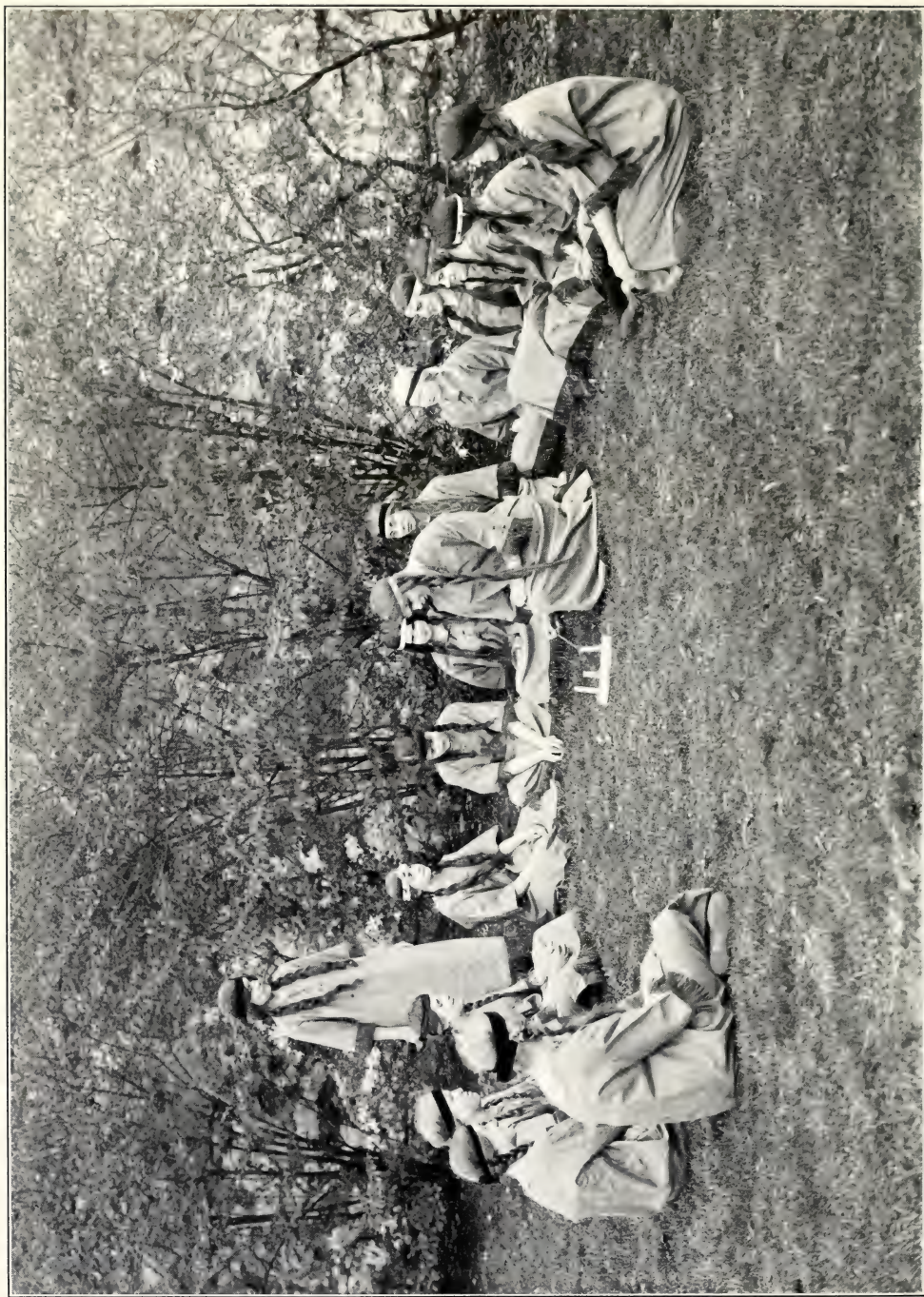
"This last summer (1916) found twelve boys in the field. Five of these had canvassed the previous summer; the other seven had taken the necessary preparation in class for active work and were ready for any emergency; in other words, the business class was conducted along lines leading to salesmanship—the selling of some definite thing and that—a magazine. Two summers' experience taught us to concentrate on *one* magazine and not to scatter our efforts over a wide field, especially since we were so liberally treated by the Review of Reviews Company. The boys were able to offer a magazine, first-class in every department, at a bargain rate and obtain a very good commission on each subscription sold. These twelve boys, most of them under eighteen years of age, sold 2,337 subscriptions, averaging 86 cents on each subscription.

I was interested the other day to know how much the twelve boys had in the bank and was surprised to find that each one had managed to place in his home savings bank almost all his net earnings and that the aggregate sum was over \$1,500. As several of the boys were working under the Scholarship Plan—that is by selling so many they were entitled to a scholarship at any college or university—there was an added zest and goal which kept nearly every boy busy ‘plugging away’ all summer; if these boys go to college they will have earned the money to go; responsibility has been developed and thrift attained by thus keeping occupied their heads and legs during the summer time. I use these two fine Emersonian words, ‘responsibility and thrift’ knowingly; any boy with or without sight who will voluntarily leave home to spend six to eight weeks in three or four different cities, continually meeting strangers, overcoming obstacles besetting his path, cleaving to the line mapped out for him, develops that great force—responsibility. And if after making a success of his summer’s work he can point to a neat account in the savings bank, we can positively add ‘thrift’ as the twin developer and promoter in that boy’s education.

“This continuation school accomplished another thing besides teaching responsibility, thrift, perseverance and success—it introduced a representative of the school to the parents of more than fifty of our boys and girls—parents most of whom he would never have met in any other way—and it did him good; he received renewed inspiration from this personal contact and exchange of problems; he got their viewpoint, something worth while and which should bring about more efficient planning and cooperation for the thing we are all working—the pupil’s best interests.”

Because I believe that everything possible should be done to counteract the dull and deadening routine of institution life; to establish for our boys and girls as many points of contact as possible with seeing boys and girls who live in their own homes and are securing their education in a perfectly normal way; and to bring our pupils into the closest possible touch at every point with the busy work-a-day world; and because I believe that these considerations are tantamount to every other, I have given every possible encouragement to our Boy Scouts and Camp Fire Girls and to those of the staff who have given fully of their time to aid in the development of our boys and girls through these organizations.

Our troop of scouts is now nearly five years old but last year was the banner year of the troop’s activities. The



THE HAPPY CAMP FIRE GIRLS OF AMERICA (HAPPY OVERBROOK GIRLS)

Lighting the ceremonial fire

boys had two outings that will not soon be forgotten. In the beautiful days of October (1915) the troop, divided into two squads of about sixteen boys each, spent each a week-end in camp on the Clarke Thomson farm. Again in May (1916) the entire troop under the leadership of Mr. Cowgill and Mr. Randle spent five days at Camp Van Rensselaer, Camp Hill, Pa. These two outings together with several other events connected with the year's scout work are so filled with educational content that I have asked Mr. Cowgill to get together an account of the year's activities. This account, which has drawn freely upon the boys' experiences as told in their own words, is so full of suggestion and gives so clear an insight into the spirit that animates much of our work here at Overbrook that I am including it as an appendix to this report.

An unusual amount of good publicity, too, has come from all these activities. It was quite to be expected that "Scouting," the official national organ of the Boy Scouts of America, would contain accounts of them; nor was it so much a matter of surprise that the Williamsport (Pa.) "Grit" should devote one-fourth of a page—one-half of which is illustrations—of a Sunday edition to the "Blind Boy Scouts at the Pennsylvania Institution for the Blind at Overbrook, Pa."; but not within recent years has the school been accorded such liberal treatment by the press of Philadelphia as was indicated by the appearance, in one of our leading morning papers on Saturday, June 10, 1916, of a full double-column editorial with the caption "With the Blind Boy Scouts."

This story of our Boy Scouts has been told thus fully* because it so clearly shows that our boys, though blind, are not being immured within cloistered walls while they are securing their training. By no means is all education to be secured from books; the scouts of Troop 118 have had a profitable year and through their activities they have brought to the rest of the school many outside interests which have a most wholesome effect.

But our girls were not to be outdone by our boys. In 1914 the Hapovgi Camp Fire Girls of America was organized under the leadership of Miss Davis.

Camp Fire Girls. Last year Miss Long became the "guardian" of our chapter. Of the ideals of the Camp

* See "The Story of the Overbrook Boy Scouts," by Albert G. Cowgill, Principal Teacher Boys' School. Appendix, p. 114.

Fire and of the activities of Camp Hapovgi (Happy Overbrook Girls), Miss Long writes:

"The aim of the Camp Fire is to promote social life among the girls, to create and stimulate a love for nature, and to maintain a high moral standard.

"The girls win their honors and ranks in exactly the same way that any Camp Fire girl does. At first it was thought that it might be necessary to change some of the requirements in order to make it possible for our girls to meet them, but it has been found that this is unnecessary.

"During the first year of the Camp Fire, the girls earned money by selling home-made candy and 'Camp Fire' cocoa, with which they purchased the materials for the ceremonial costumes which they made.

"Last year three of the girls and the guardian attended the birthday party of the National Organization held in New York, taking with them the 'baby kit' which they had prepared for the War Relief Committee.

"The Camp Fire holds weekly meetings, the first meeting of each month being a program meeting arranged and conducted by the girls; the second and third meetings are devoted to the study of subjects which count for honors, such as first aid; Indian legends and hand signs; the causes and prevention of infant mortality; and the lives of famous women of modern times. The last meeting is a business meeting, and one evening a month is set aside for the ceremonial meeting.

"The girls are very enthusiastic over the work which they have planned for the year, and are particularly interested in planning a camping trip for next summer."

Just now Camp Hapovgi is trying to find a room that they may call their own and they are looking forward to being hosts and guests to the girls of near-by chapters.

Our two seniors at the University of Pennsylvania completed their course in June (1916) with credit. Harold Howard (1910) graduated with high honors from the Wharton School of Finance; and Raymond Porter, who came to us two years ago from the Oklahoma School, secured his diploma in the Arts and Science Department.

Howard Burritt (1912) has entered upon his senior year at the University and Ralph Wolfgang (1911) is a junior at Juniata College.

Two others of our young men graduates have matriculated this fall at institutions of higher learning, both upon examination. In December (1915), Harry C. Hartman (1912)

At Normal School
and University.

entered the Brown Preparatory School, this city, from which he graduated with honor in June (1916) having nearly completed his college entrance requirements. These he completed during the summer and he has entered Haverford College this fall as a resident student. Robert E. Pruitt (1916) is a freshman at the University. He lives here at the school, traveling back and forth daily.

February 1, 1916, Christiana Lybrand (1915) entered the Trenton State Normal School where she is equipping herself for the profession of teaching, for which she showed considerable aptitude while in school both in the literary department and in the normal class in music as teacher of the piano.

Just now there is a wave of enthusiasm for going to college or university, particularly in our boys' school. Unquestionably the success which some of our boys have had during the past two summers in securing subscriptions to the *Review of Reviews* under the "Scholarship Plan" has encouraged some of them to hope that they can avail themselves of the advantages afforded through this excellent plan. This success has also revealed to them their own powers and has inspired them to believe that they can earn sufficient during the vacations to defray a portion of their necessary expenses at college. And the success of their fellow pupils who have secured supplementary training at some institution of higher learning is their greatest inspiration to prepare for advanced courses of instruction.

During the twenty-nine years from 1888 to 1916 inclusive, twenty-five of our graduates—seventeen young men and eight young women—have taken supplementary training at high school, normal school, college, university or theological seminary. Five of the number have not completed their training and they are eliminated from the consideration with the remark that all five, four of whom are totally blind, are doing work of a high grade. One of the twenty-five has died and we have no recent information about one other. All except one of the remaining eighteen are successfully and remuneratively employed as follows:

Teachers of literary and manual subjects in a school for the blind..	2
Teacher of music in a school for the blind.....	1
Teacher of piano tuning for an Association for the Blind.....	1
Principal of a public school (not entirely blind).....	1

Teacher in a commercial school.....	1
Private teacher of English to foreigners.....	1
Private teacher of blind child.....	1
Teachers of blind people in their homes.....	2
Directors of social work.....	2
Ministers	2
Lawyer	1
Business	2
Total	17

Nine of these seventeen are totally blind, three others are very nearly so, and the remaining five have sufficient vision to aid them materially in getting about.

With such a record as this I can but encourage such pupils as have a desire for supplementary training, *provided always they have the ability, the personality and the character to warrant it.*

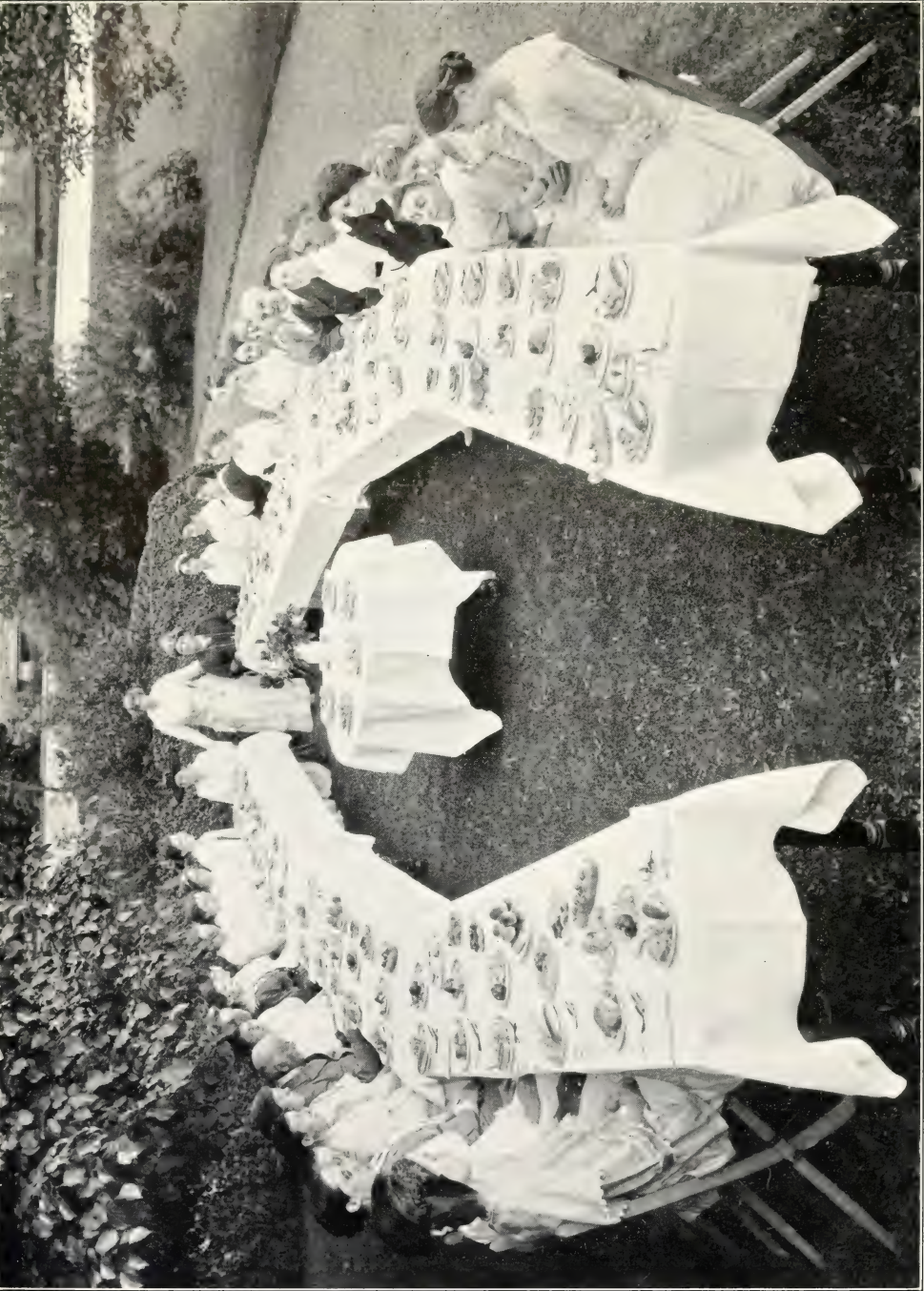
One of the most serious problems that confronts us in procuring this supplementary education is the securing of funds to meet the expenses of tuition and readers for these pupils. In my report three years ago I stated that at that time (December, 1913) three states, New York, New Jersey and California, had passed laws providing state funds for readers for blind students at institutions of higher learning. Minnesota and Ohio now have similar provisions. The usual amount per student is \$300, New Jersey providing an additional \$200 for board and tuition. Minnesota has the best law yet enacted in that it authorizes an expenditure of not to exceed \$300 per pupil in any one year "for the purpose of defraying his necessary expenses, including those of a reader," while in attendance upon a college, university, or conservatory of music. I hope that at the coming session of the Legislature, Pennsylvania will make a like provision for the few who are so desirous of securing a higher education as to be eager to undertake it in the face of so serious a handicap. Lack of funds, not lack of ability, is their most difficult problem.

Through the presentation of "A Midsummer Night's Dream" by our girls in December, 1913, and of "The Mikado" by our Boys' Glee Club in May, 1914, there has been established the nucleus of a fund to aid deserving pupils to get started in some small business enterprise or to continue their studies at some

Aid for Blind Students at Institutions of Higher Learning—An Urgent Need.

Graduates' Loan Fund.

THE TENTH ANNIVERSARY OF THE ALUMNAE ASSOCIATION



institution of advanced learning. Augmented by a few gifts of small amounts by interested friends and by the Alumnæ Association, the fund now (November, 1916,) amounts to \$598.34, of which \$345 is out on loan and \$253.34 on deposit with the Philadelphia Saving Fund Society. Loans have been made, in amounts varying from \$20 to \$100, to four graduates and to Mr. Delfino for the work of the Exchange. All loans are made for not to exceed one year and the borrower is required to give his note for the amount of the loan with interest at three per cent. He is given to understand that this loan is an obligation which he must honor and that, if for any reason he cannot repay the entire loan when due, he must pay the interest, make whatever payment he can and give a new note for the balance. In a word, the transaction is put entirely upon a business basis. Only one loan has become due which was repaid promptly, perhaps because the borrower regularly secures work through the Exchange. There will be some failures to repay these loans, but I believe there will be an honest effort to meet them. It is a source of gratification to be able to render the assistance needed in a few deserving cases and, if these small loans occasionally enable a pupil to get started on the road to success, it will justify the effort involved in creating and maintaining a loan fund.

In connection with the usual round of commencement festivities in June, 1916, twenty-seven of the alumnæ gathered **Tenth Anniversary of the Alumnæ Association.** to celebrate the tenth anniversary of the formation of the Alumnæ Association. After the customary business meeting and somewhat formal program in the auditorium, the alumnæ and their guests assembled for their annual supper on the lawn. The supper was just nicely under way when the rain came down in torrents and the banqueters hurried to the shelter of the kindergarten porch close by. Here the remainder of the menu was served, after which all repaired to the kindergarten classrooms. Here we listened with keen interest to the helpful and encouraging words of Mr. Cadwalader, who is never too busy to come to the annual supper of the alumnæ or the commencement exercises of the following morning. We were particularly fortunate, too, in having here our former Principal, Mr. Allen, under whose sympathetic encouragement the Alumnæ Association was formed in June, 1906. It had not

been possible for Mr. Allen to be with us at commencement time since he left Overbrook nine years ago and it added much to the pleasure of the alumnae and their guests to welcome him and to listen to his reminiscences so full of inspiration.

Definite requirements for graduation were met and a formal diploma was first awarded in 1888. Since that time fifty-nine young women have earned the diploma, twenty-eight of them during the eighteen years prior to the organization of the Association, and thirty-one within the ten-year period that the Association has been in existence. Of the twenty-eight graduates prior to the organization in 1906 fourteen were charter members and six others have become members subsequently. The membership of two of the charter members has ceased automatically because they have married blind men. Twenty-eight of the thirty-one graduates during the ten years' existence of the Association are members.

The annual membership dues are purposely small that they may be burdensome to no one and that every graduate may be encouraged to unite with the organization. One result has been that the Association has not been in a position to give financial assistance to any individual, but since 1910 the Alumnae have contributed each year to some worthy cause: to the Chapin Memorial Home for Aged Blind, \$15.00; to the Pennsylvania Industrial Home for Blind Women, \$20.00; to the D. D. Wood Memorial Fund, \$10.00; to the Uniform Type Committee, \$5.00; and to the Graduates' Loan Fund, \$10.00.

The attainments of all of these young women are definitely known and are a matter of record. With very few exceptions they are a capable group of young women who are succeeding nobly in the face of a heavy handicap; and there is nowhere an Alumnae Association whose members are more loyal to their Alma Mater.

For several years the alumni of the school have been agitating the question of the organization of an Alumni Association. The movement took definite shape at the commencement in June, 1915, when a call was issued requesting all who were interested to meet at the school on October 2, 1915. Eleven responded to the call and these constituted the charter members of the Association. The membership now numbers forty-seven.

**Formation of an
Alumni Association.**

The first annual meeting was held at the school June 19, 1916, followed by the first annual banquet which was to have been served on the beautiful lawn of the boys' school, had not the rain intervened. But the boys who had come, to the number of about thirty, repaired to the gymnasium where they did justice to the banquet which had been prepared by the matron and the prefect. Following this were the customary speeches; after which the alumni adjourned to participate in the festivities connected with the promenade concert.

As I glance over the list of the boys who have graduated since I came to the school nine years ago—they number forty-two—I am impressed with the high average of ability and character. I have met many of the earlier graduates and of the students of the days before definite requirements for graduation were made. In the knowledge of the many successful careers of these men against the fearful odds imposed by blindness the staff of the school finds its greatest inspiration.

One of the immediate enterprises undertaken by the alumni to foster school spirit was the publication of a school paper embossed in American Braille which is issued quarterly and to which was given the name of the school colors, "The Red and White." This magazine is sent to each member of the Alumni Association and to a selected list of schools and libraries. It is particularly welcomed by the alumni who live at so great a distance from the school as to be unable to visit us often or to come for the annual reunions and commencement festivities.

It is particularly gratifying to record the approval of the Board of Managers in June (1916) of a plan for the inception of research work in connection with our school.

**The Inauguration
of Research
Work.**

When in 1901 I entered the special field of the education of the blind and began to cast about for literature pertaining to the pedagogy and the psychology of our profession, I learned that there was but a limited amount available. There were many expressions of opinion about matters pertaining to the training, the habits, the characteristics, and the mental processes of the blind, but a very limited amount of data had been accumulated and still fewer scientific studies had been instituted. During my six years' service as Superintendent of the New York State School for the Blind I frequently discussed with

Dr. F. Park Lewis, President of the Board of Managers, the need for and the value of careful studies and investigations in the field of the education of the blind; but, as the school at Batavia was wholly supported by the State, we had not found, prior to my leaving, any way of securing the moderate sum necessary to undertake even the most elementary researches. It is encouraging to note in this connection that the Legislature of the State of New York in 1914, granted the request of the Board of Managers and Superintendent of the Batavia School for an appropriation of \$500 "for the purpose of making scientific tests" on some of their pupils.

When in 1907 I came to Overbrook, as the school was under private rather than State management, I cherished the hope that I might see established in connection with this school a simple laboratory for beginning these studies in an elementary way. My desire to have the work begun had been stimulated by my reading and thinking about our problems; by a growing conviction of the need of such studies; and by the discovery that Mr. Allen had been occasionally making studies and applying tests, and systematically accumulating material for future studies. It is unquestionably true that, as a result of the vision of Mr. Allen and his predecessors in the office of principal of the school and under the sympathetic support and encouragement of the Board of Managers, this school possesses a larger body of material and more complete and accurate records than any other American school for the blind. It seemed peculiarly appropriate, therefore, that we should be among the first to undertake these studies of which all forward-looking men and women in our profession feel so urgent a need. I received much inspiration, too, by my semi-annual visits to the Training School for the Feeble-Minded at Vineland, N. J., where such helpful studies into the causes, heredity and prevention of feeble-mindedness have been made for a number of years by Dr. Henry H. Goddard under the inspiration of Supt. E. R. Johnstone—a man of remarkable vision.

But I did not mention the matter to any member of the Board until early in 1911, when I expressed to Dr. deSchweinitz my earnest wish to see this work begun in connection with our school. The importance and the value of such studies made an instant appeal to Dr. deSchweinitz, who immediately championed the plan, mentioned it to Mr. Cadwalader who

heartily approved it and, at the suggestion of Mr. Cadwalader, presented it to the Board at its meeting in April, 1911. The Board approved the plan and authorized the President of the Board to appoint a special committee to consider it. As this special committee with power to act, the Instruction and Household Committees with Dr. deSchweinitz as chairman were named. The Committee was "to consider the advisability of the establishment of a laboratory in connection with the school at Overbrook." Dr. deSchweinitz immediately began to assemble data concerning the cost of equipping such a laboratory as well as to secure expressions of opinion with reference to its scientific value and its practical utility. But the cost of the equipment as outlined was far in excess of what any of us had in mind—in fact, was so costly that the matter was held in abeyance.

However, interest in the enterprise was not lost. Dr. deSchweinitz in an address delivered in New York City November 4, 1915, before the annual meeting of the National Committee for the Prevention of Blindness, said, ". . . In schools for the blind and schools where the partially sighted are educated, much help could be gained by a sensible application of the principles of modern psychologic research. I am sure this is true in schools for the blind."

I continued to visit Vineland and to confer with Supt. Johnstone and Dr. Goddard concerning an available man. At the Easter meeting of the experimental psychologists held at Princeton University in April, 1916, Dr. Goddard mentioned our interest in undertaking studies in the psychology and the pedagogy of blindness and our desire to find someone who was interested to undertake such studies. Among those present at that meeting was Dr. Samuel P. Hayes, Professor of Psychology at Mt. Holyoke College, who immediately expressed an interest in the problem and a desire to know more about our plans. Dr. Hayes came to Overbrook, spent a couple of days in the school observing the pupils and conferring with the teachers and myself concerning our problems, inquiring particularly into the purposes of the studies we desired to undertake. He also met Dr. deSchweinitz, who subsequently called a meeting of the special committee appointed for the purpose of arranging for these studies and investigations, should they deem them advisable. The Committee met on June 21, 1916, and approved the plan recom-

mended by the Principal, which contemplated the beginning of these psychological studies and investigations with the opening of school this fall.

Accordingly, Dr. Hayes was engaged to direct the work from September 1, 1916, to July 1, 1917. He is continuing his work at Mt. Holyoke until February 1, 1917, and is directing what has already been begun here by Miss Katherine Roese, whom we have employed to assist him. Dr. Hayes has a half year's leave of absence from his duties at Mt. Holyoke and will come to Philadelphia February 1, 1917, and give us his entire time for the remainder of the school year.

We have, I believe, been most fortunate in our selection of a staff for this important new and experimental phase of our work. Dr. Hayes and Miss Roese are both exceptionally well qualified for the studies to be undertaken. "Men of Science," thus enumerates Dr. Hayes's preparation for work in psychology and pedagogy which indicates his eminent fitness to undertake such studies as we contemplate: "Samuel Perkins Hayes, A.B. Amherst, 1896; B.D. Union Theological Seminary, 1902; A.M. Columbia, 1902; Fellow, Clark University, 1902-03; Cornell, 1905-06; Ph.D., 1906. Associate Professor Psychology, Mt. Holyoke, 1906-09; Professor, 1909—. Member Psychology Association. Special topic of research, color blindness." Miss Roese is a graduate of Cornell University in 1915, who worked under Prof. Titchener in preparation for research work in the domain of psychology. She spent last year at the Vineland Training School under the direction of Dr. Goddard, giving special attention to mastering the Binet-Simon tests of mentality and the method of applying them; first to normal children, then to the feeble-minded and during the latter half of the year to the blind. In preparation for this latter work, Miss Roese last year under Dr. Goddard's direction tested eighteen pupils in our school and fifty-eight pupils at Batavia.

Our present plans are well stated by Dr. Hayes in the following words:

"The present plans for psychological work at Overbrook include:

"a. The mental gradation of the students by the use of Binet-Simon tests modified for the testing of the blind; the development of other tests of a similar nature; and the standardization of the tests by comparison of results obtained from

blind children of different ages here, in Boston, Batavia, Columbus and elsewhere.

"b. Laboratory experiments upon a limited number of intelligent blind subjects to give a basis for criticism of many common-sense statements about the blind one hears in popular discussion or reads in books and articles about the blind—the facial or sixth sense, the wonderful memory and great power of concentration, the superior tactual and auditory acuity, etc.

"c. Observation of class work at Overbrook to be followed by discussions with the teachers upon the psychology of the various school subjects and the special pedagogy of the blind. This work I shall begin when I come in February.

"d. Compilation of a series of tests for vocational guidance of the blind. This will naturally be the last phase of our work but so much progress has been made by some psychologists that we hope to build upon their results."

Applying mental tests to blind pupils is not entirely new. They were applied in April and May, 1915, under the direction of Dr. Thomas H. Haines to the 224 pupils then enrolled in the Ohio State School at Columbus which, so far as I am aware, is the first school in which the tests have been applied to every pupil of the school. It was found in that school that over nine per cent. of the school population were without reasonable doubt feeble-minded. "They were clearly feeble-minded persons," writes Dr. Haines, ". . . morons, ranging from eight to about eleven years in mental development and, in every case, so well advanced in years that there was no probability of mental development going beyond the point then attained. We classed as *subnormal* a much larger group—sixty-one or over 27% of the school population."* They were applied in January, 1916, to eighteen selected pupils in this school and in February, 1916, to fifty-eight pupils at Batavia. In the spring of 1916 similar work was begun at the Perkins Institution for the Blind, Watertown, Mass., and three-fourths of the school enrollment has now been tested. Our contribution toward the solution of the many problems involved will be made through the addition to our staff of a psychologist of extensive training and experience who will devote his entire time for at least one-half of a year to a study of these problems as they present themselves in this school.

* Those interested in this subject will wish to read the entire article from which this quotation is made. See "A Psychological Survey of the Ohio State School for the Blind," by Thomas H. Haines, M.D., Ph.D., Professor of Psychology, Ohio State University; Clinical Director, Bureau of Juvenile Research, Columbus, Ohio, in the *Outlook for the Blind*, Vol. IX, No. 4, January, 1916, pp. 88-92.

All this work is so far experimental. All are in agreement in believing that the tests which were modified by Irwin and Goddard at Vineland as a tentative basis of application to the blind must first be applied to a large number of blind pupils and the results studied with a view to standardizing the tests. So soon as there is practical agreement upon the validity of the tests, we shall have an accurate basis of classification of our pupils as to mentality.

Certain definite scientific and practical results should follow, among which are the following:

First.—A contribution to the data that will serve as a basis for the standardization of the Binet-Simon tests of mentality as applicable to the blind.

Second.—The accumulation and utilization of material for an understanding of the psychology of blindness.

Third.—A more accurate classification of our pupils as to mentality.

Fourth.—A re-grouping of pupils based upon the degree of mental acumen.

Fifth.—A line of cleavage in the courses of study, one of which shall be adapted to the needs of our more capable pupils; the other to the requirements of the less capable.

Sixth.—A readjustment of the expenses of instruction whereby the greater expenditure shall be made for the more capable pupils; the lesser expenditure for the less capable pupils.

Seventh.—The concentration of the attention of the teaching staff upon the essential elements that enter into the complex problem of teaching blind pupils.

I do not hesitate to say that this is the greatest step in advance that we have taken here at Overbrook since the opening of the Salesroom and Exchange in 1910. I am confident that the results will justify the action of the Board in authorizing the undertaking.

A two days' conference of Home Teachers of the blind was held at the school May 11 and 12, 1916. This conference was arranged by the Committee on Teachers of the Pennsylvania Home Teaching Society and Free Circulating Library for the Blind with the primary purpose of affording the teachers employed by the Society an opportunity to confer with each other and

Conference of
Home Teachers.

with the members of the Board of Managers concerning the problems which continually confront those who are engaged in the task of teaching the adult blind in their homes. The conference was attended by the ten teachers employed by the Pennsylvania Home Teaching Society; by the supervisor and two teachers employed by the New Jersey State Commission for the Blind; and by one teacher employed by the State of Maryland. As eight of the number were former pupils of this school and three others former pupils of the Pittsburgh school, it was particularly appropriate that they should be the guests of the school during the conference. The out-of-town teachers came Wednesday afternoon and left Saturday morning, after having shared with us the pleasure afforded by the Boys' Glee Club in their sixteenth annual entertainment given in the school auditorium on Friday evening, May 12, 1916.

At the four sessions the teachers considered twenty-three topics, each presented by one of their number; conducted a question box; and listened to ten representatives of the various organizations working for the blind of the State in a clear statement of the purpose of each organization, that the Home Teachers might be fully and accurately informed concerning all the organized activities for the blind of the State.

How numerous and how varied these activities are is indicated by a mere enumeration of the organizations represented.

Pennsylvania Home Teaching Society and Free Circulating Library for the Blind.

Pennsylvania Working Home for Blind Men.

Pennsylvania Industrial Home for Blind Women.

Chapin Memorial Home for Aged Blind.

Pennsylvania Association for the Blind.

The Salesroom and Exchange, Pennsylvania Institution for the Instruction of the Blind.

The Free Library of Philadelphia, Department for the Blind.

Society for the Promotion of Church Work Among the Blind.

Western Pennsylvania Institution for the Blind.

Pennsylvania Institution for the Instruction of the Blind.

State Board of Education.

Members of the Board of Managers of the Society, the teachers and the representatives of the several allied organizations, all felt that this conference was very helpful to everyone taking part in it and several expressed the hope that this should be the precursor of frequent interchanges of opinion at future conferences.

Two legacies received by the Pennsylvania Home Teaching Society and Free Circulating Library for the Blind made possible the appointment in November, 1915, of six teachers in addition to the four already employed by the Society. That all six of these teachers are *graduates* of either Overbrook or Pittsburgh; that all are young *women*; and that four of the six are *totally blind* is full of encouragement to all educators of the blind; for the field of remunerative employment for totally blind young women is extremely restricted.

And we may be pardoned for a little justifiable school pride in the fact that four of these six newly appointed teachers are graduates of our school; and that seven of the ten Pennsylvania and one of the New Jersey home teachers are former pupils.

In June (1916) the Salesroom and Exchange at 204 South Thirteenth Street completed its sixth year of helpful service to the blind of the community and, to a limited extent, of the state.

There follows a summary of the results obtained during the twelve months from December 1, 1915, to December 1, 1916, together with some general observations based upon our experience at the Exchange and through the activities allied with it:

Through the Exchange we have paid to 112 individuals, to the Pennsylvania Industrial Home for Blind Women, the Pennsylvania Working Home for Blind Men, the Pennsylvania Association for the Blind and the Delaware Commission for the Blind, \$9,571.98, an average of \$797.66 per month.

Of the beneficiaries all except 18 are present or former pupils, 29 being present pupils and 65 former pupils. The men number 49, the women 63.

	WOMEN.	MEN.	TOTAL.
Present pupils	14	15	29
Former pupils	37	28	65
Non-pupils	12	6	18
	63	49	112

During the summer, work was given to 14 present pupils who thus, under the encouragement of Mr. Delfino, utilized at least a portion of their vacations to earn something toward their current expenses.

Materials have been supplied at cost to 158 individuals, of whom 72 were women, 86 men.

	WOMEN.	MEN.	TOTAL.
Present pupils	5	20	25
Former pupils	59	51	110
Pupils of other institutions	2	2	4
Non-pupils	6	13	19
	<u>72</u>	<u>86</u>	<u>158</u>

An exhibit of the kind and amount of work done follows:

Tuning—Pianos	445
Caning—Chairs, 2980; settees, 12.....	2992
Brooms sold	4163
Basketry—Coat hangers, 175; slipper trees, 14 prs.; flower hangers, 57; baskets, 105; berry pin baskets, 13; hat pin holders, 5; trays, 12; lamp shades, 4; rattles, 3; raffia bag, 1.....	403
Knitting—Scarfs, 105; sleeve shawls, 5.....	110
Weaving—Pillow tops, 5; rugs, 1449; carpet, 582 yds.	
Weaving only, customer furnishing material, rugs, 67; carpet, 209 yds.	
Total, rugs, 1516; carpet, 791 yds.	
Sewing—Aprons	60

That blind people can do work that satisfies the exacting demands of the critical buyer of the modern department store is evidenced by the fact that orders for rag rugs have been secured for our blind workers from four of our leading department stores, from one such store in New York, and one in Reading. The caning, too, of many of our workers has met the requirements of these department stores as well as of the managements of two of our best hotels, one of our most exclusive clubs, and other well-known firms. Nevertheless, Mr. Delfino assures me that constant urgent appeals must be made to secure the work for our people, whose work must in turn be carefully supervised and rigidly inspected.

The two most difficult problems connected with the employment of the blind, particularly along manual lines, are the training of blind people to be careful, neat and rapid workers, and the implanting in the public of faith in the blind worker. "It is almost as essential," wrote Mr. Delfino after the principal of one of our public schools had at first refused to permit one of our blind tuners to tune the pianos in his school, "to educate the public to believe in the blind as it is to educate the blind to do the work."

The problems connected with the placement of our people are difficult and at times exceedingly exasperating. More than

once the field officer has had the experience of urging again and again some employer of labor in industry and in families as well to give one of our blind workers a trial and of finally securing an opportunity, only to have the individual recommended leave his position after a short time and oftentimes without even mentioning his action to the field officer who had put forth such efforts to secure an opening for him. "Several of our pupils," wrote the field officer after a number of such trying experiences, "do not seem to possess either perseverance or judgment—they are prone to surrender their positions with nothing else in view." Such action can be explained only by the ignorance of the blind worker of the difficulties involved in securing remunerative employment for the sightless workman and a totally inadequate conception of the commercial value of one's services—an ignorance due doubtless to inexperience and to the circumscribed outlook of the blind. There is, however, consolation in the knowledge that these difficulties are not inherent in blindness—they are encountered in similar situations among the sighted. Writing of his experiences in placement, Mr. Delfino says:

"Placement of the blind or semi-blind among the seeing is exceedingly trying and discouraging and requires a vast amount of faith, abundant energy and infinite patience. Last year 23 opportunities for permanent places were secured for 15 men and 2 women, as follows:

Pennsylvania Working Home for Blind Men.....	4
Piano factory	3
Errand boy	3
Mercantile	5
Tobacco stripping	1
Domestic service	1
Tried but not successful	6

23

Of these individuals one was tried in four places, another in two; one did not accept a position at housework offered to her.

"We have found that there are opportunities for some of our girls with useful sight to secure employment with families as mother's helper to help with care of children and of the housework, but our girls need some special training to equip them properly. The girls, however, seem to lack interest and enthusiasm for this sort of employment. Special efforts should be made to develop in our girls more interest in domestic employment."

Some excellent publicity for the work of the school is

secured through the Exchange. Being centrally located—the Exchange is within two minutes' walk of the hotel section of South Broad Street—many pass it during the day and their attention is always attracted by the excellent display in the bulk window of articles made by and for the blind, curiosity is aroused and in many instances this very curiosity brings into the Exchange one who becomes an interested friend.

While a few of our sister schools have field work in one form or another, none, so far as I am aware, is working along the precise lines we are following. That there is a very general interest and a desire to know more about this phase of our activities is evidenced by the unanimous request last spring of the Executive Committee of the American Association of Instructors of the Blind that Mr. Delfino should prepare and present before the Convention at Halifax in July a paper entitled "The After Life of Our Pupils; the Amount, Manner and Propriety of School Assistance after Graduation." This paper was listened to with unusual interest and was well received by the Association.

The Exchange is meeting a real need in a very practical way at low cost. There is an urgent need to extend its activities which can be met only by an increase in our funds available for this eminently practical phase of our work. Our Board of Managers has been liberal in its support of this venture which was begun six years ago as something of an experiment but which has, I believe, come to be felt as an important and necessary part of our educational activities. It would be cause for great encouragement to the Board, Mr. Delfino, and myself if an endowment fund could be established, the income of which would be available for the prosecution and enlargement of this phase of our work that we might be more helpful to the continually increasing number of blind people who appeal to us for help—not for *charity* but for *work*. Mr. Delfino has often expressed to me his belief that some friends of the blind would respond to an appeal for funds if they knew of our need and of our desire to increase the value of the Exchange to the blind. On this point he says:

"A retrospect of the year's work suggests the desirability of the creation of a fund of \$100,000, the income to be applied to maintaining the Salesroom and Exchange, to pay blind workers promptly when work is finished and to provide material at cost for the blind. Had it not been for three or

four kind and philanthropic friends who have confidence in our judgment and faith in our work who contributed \$311.00 during the year without solicitation, it would not have been possible to accomplish the amount of work that has been done. To supply material at cost there must be a considerable sum in order to meet the bills from the wholesale houses as they are due.

"We should be prepared to pay the blind for their work as soon as it is done as they are in no position to wait for the money. Several of our customers do not settle their accounts under sixty days; to wait so long for the money entails hardship on nearly all our workers.

"During the past four years over \$325.00 has been loaned to eleven individuals; only about 10% of this amount has been returned. In advancing material there has been some loss, too, approximately \$60.00.

"These special contributions have also allowed for individual home instruction in chaircaning by one of our competent partially sighted women. This feature should be further encouraged and developed to a greater extent.

"These special contributions have also enabled us to advertise the work through cards, blotters, yardsticks, in the *Public Ledger* under 'Benevolent Advertisements'—all without cost to the school. Not only the Salesroom but the entire Institution has benefited by this publicity."

If the Board of Managers approves of this undertaking, I suggest that a committee of the Board be appointed to formulate plans for securing an endowment of \$100,000, the income of which shall be applied to the furtherance of the helpful service rendered through the Exchange.

Last year we lost by death an unusual number (five) of our old employes, three of them teachers and four blind; this year we have lost by resignation two officers and six teachers, four of whom have been connected with the school for many years.

Changes in
Corps.

The first to leave us was Miss Howard, who had been principal of our girls' school since December, 1912, when Miss Dunning relinquished her position on account of ill-health. Miss Howard came to the old school at Race Street in February, 1894, as teacher of the third grade in the girls' school. Having taught subsequently every grade in the school, she was exceptionally well prepared by experience to perform the exacting duties of principal instructor, for which her studies at high school, normal school and university had given her ample preparation in scholarship. To this exceptional pre-

paration in experience and scholarship was added a poise and charm of manner that made her an almost ideal instructor and associate. Although she had been one of our principal officers for so short a time, so thoroughly conversant was she with the duties of her position and so capable and conscientious in carrying them out that her going was almost a personal loss to me. Not only so but her leaving was cause for universal regret among the officers and teachers of the school as among all her pupils, past and present. This feeling of regret was, however, tempered by the fact that while she was leaving Overbrook, she was to continue to employ her excellent talents in the field of the education of the blind; for she left us to become associated with Miss Paterson, another former teacher whom we regretted to lose, as a teacher of blind children in the public schools of Newark, N. J.,—a school system that is extremely fortunate to have two such capable teachers of these "special" classes. Miss Howard's new position is a distinct promotion which she richly deserves because of her long and capable service in our school.

We were fortunate in being able to secure as Miss Howard's successor Miss Josephine L. Chrysler, lately of San Francisco, California, but who was educated and secured all her experience, except during the past four years, in New York, Massachusetts and Pennsylvania. Miss Chrysler is a graduate of Smith College with thirteen years' successful experience, ten of which were spent as teacher of history, English, Latin and French in the Moravian Seminary at Bethlehem, Pa. Miss Chrysler has made an excellent beginning in a position whose duties are exacting and arduous, in which she gives promise of success.

The teacher longest associated with the school who has left us during the year is Mr. Bausch, who had been connected with the school thirty years, ten years as pupil and twenty as teacher. Mr. Bausch was teacher of cane seating from September, 1897, until December, 1906, when he succeeded Mr. Ervin as teacher of tuning, which position he has since held. But the value of Mr. Bausch's services to the school was greatly enhanced by his position as director of the Boys' Glee Club, which was organized sixteen years ago. Mr. Bausch's interest in and love of boys coupled with his knowledge of music both vocal and instrumental made him deservedly popular with the boys. I regard it as little short of mar-

velous that he was able so to direct the affairs of this group of about twenty-five boys that the club is as popular with the boys themselves and membership in it as eagerly sought now as when it was organized. So eagerly have its services been sought by philanthropic and religious organizations that I have been obliged to restrict its going out to once a month. Mr. Bausch will be missed in the school for a long time.

But we are more resigned to his leaving because he, too, will continue to use his abilities and his experience acquired through his long association with our school in a field somewhat new in the education of the blind. He assumed his new duties in Cleveland, Ohio, May 15, 1916, where he has entire charge of keeping in tune and repair the eight hundred pianos of the public schools of that city. In connection with this work he will teach piano tuning to a few blind boys who are attending these schools as day pupils. So far as I am aware this is a unique method of teaching piano tuning and Mr. Bausch is well fitted by training and experience to conduct this interesting experiment. His new position is an increase of opportunity and responsibility as well as of remuneration which he deserves by reason of his long and faithful service in our school. His many friends here wish him well in his new position.

Our piano tuning is being well looked after by Henry Eichenberger, of Philadelphia, a graduate of our school in 1910 who earned our diploma in tuning in 1912 under Mr. Bausch's instruction. The members of the Glee Club looked to it that this organization and its work should be continued by promptly asking Mr. Bilgram to succeed Mr. Bausch as director. There has been no interruption in the work of the club and requests for its services continue to come in.

By the resignation at the close of the school year of Madame Suelke-Shaw we have lost another teacher who has been long connected with the school. Madame came to the school in the fall of 1893, six years before it was moved from Race Street to Overbrook, "as teacher of singing to the girls." From that time she has continued to come at least one day each week giving to all the pupils, boys as well as girls (for her duties have been changed from time to time during her long association with the school), the benefit of her expert knowledge as a teacher of vocal music. But Madame was more than a teacher—she was the friend of every boy and

girl whom she taught. Her bright, cheery, genial manner endeared her to the whole school, more particularly to the pupils in the music department who came under her direct instruction. Her pupils will always remember her with grateful appreciation.

As set forth earlier in this report, the plan of work in vocal music has been changed somewhat. In charge of this re-organized work is Miss Orca Z. Miller, of Mechanicsburg, Pa., who is well prepared by education and experience for teaching sight singing and general voice culture. Miss Miller has begun her work with commendable interest and with promise of success.

Shortly after the close of school in June (1916) Mrs. Summers resigned to take charge of a class of children of defective eyesight just being organized in connection with the public schools of Cleveland, Ohio. Mrs. Summers (*nee* May Small) first came to the school in 1883, resigning in 1894. She returned to us in October, 1907, as teacher of physical culture in the girls' school. When Miss Myra H. Embree left our school to go to Jersey City, N. J., December 1, 1911, Mrs. Summers assumed the additional duties of teacher of the boys of the first grade. These two positions she filled with entire satisfaction; so excellent was her work in both that we were very loath to lose her. But we are gratified that she, too, is to continue to employ her splendid ability in the special field of education with which she has been allied all her life. In her new position she will utilize her capabilities in a recent but important movement in the field of education—that of providing adequate instruction for children with defective vision.

As teacher of the small boys, Mrs. Summers is succeeded by Miss Ethel H. Faries, of Smyrna, Delaware, a graduate in 1911 of the West Chester State Normal School with one year's work at the Western Maryland College at Westminster, Maryland, who has had three years' successful experience in teaching in graded schools in Pennsylvania. Miss Faries has begun her work with intelligence and commendable interest and gives promise of success.

As physical instructor of our girls Mrs. Summers is succeeded by Miss Mary Benson, of Greenwich, Conn., a graduate of the Northfield (Mass.) Seminary and of the Sargent School

of Physical Education, with one year's successful experience in teaching.

During the year two of our staff resigned to be married; Miss Davis, teacher of our girls' fourth grade since December, 1910, and Miss Aubry, assistant in my office from October, 1912, to February, 1916.

Miss Davis was a faithful and conscientious teacher. In addition to her regular duties she found time to act as "guardian" of our Camp Fire girls. Her successor as teacher of the fourth grade is Miss Benson, who combines nearly all these duties with those of girls' physical instructor.

Miss Aubry was a genial assistant, well liked by her associates and by the pupils. Our good wishes follow her. She is succeeded by Miss Florence Trimmer, of Waltham, Mass., a graduate in 1911 from the secretarial course of Simmons College, with four years' experience as registrar of the New Hampshire State College. Miss Trimmer is capable and painstaking and is a helpful and courteous assistant.

Mr. Shortlidge, our boys' physical instructor since September, 1914, resigned at the close of the school year in June to continue his education and has entered Lafayette College. He was a faithful and conscientious young man who leaves us with the good wishes of all his associates. We are very fortunate in being able to secure as his successor Mr. Fred A. Belland, of Brockport, N. Y., who was the physical instructor of both boys and girls at the New York State School for the Blind, Batavia, during three years of my superintendency. His work there was so good that he was called to the Brockport State Normal School. He left this position two years ago to come to Philadelphia for medical study and it is only because he can give us sufficient time from his duties that we are able to secure him. Mr. Belland's ability and experience are such that we are assured from the very beginning of excellent work in the physical education of our boys.

Mr. Heinze, our stereotyper and printer since February, 1909, resigned at the close of the summer vacation to devote his entire time to business which has been making increasing demands upon his outside time during the past year. During his seven and a half years' service he has produced a good number of embossed pages of reading matter which have been most serviceable to our people. Our good wishes follow him



THE HAPPOVEI CAMP FIRE GIRLS (HAP-py OY-erbrook GL-rls)
Earning their honors

in his new field. Miss McIntyre has been placed in charge of the printing office and she is being rendered valuable assistance by Mr. Rutledge, who has combined the duties of keeper of the lodge and assistant in printing since he came to us in June, 1912. We shall not need to appoint a successor to Mr. Heinze at this time.

We educators of the blind are sometimes asked by teachers who wish to prepare for teaching in our schools whether they can secure training for our somewhat specialized field of education. My answer invariably is that there is no provision for such training in this country, or, so far as I am aware, anywhere in the world. The only way to learn to teach blind pupils is to secure a position in a school for the blind and learn by daily experience and observation. So long as such training is not provided for, our schools can render an important service in the education of the blind as we at Overbrook have been doing within recent years in a new and growing field.

Within the past fifteen years a movement to educate blind and semi-blind children in the public schools has gradually developed until at least eleven cities have made provision for these classes. Within the seven years from 1909 to 1916 seven of our most successful teachers who had gained experience in this school have gone to this new field: Miss Gertrude Bingham, to New York in 1909; Miss Paterson, to Newark, N. J., in 1910; Miss Myra H. Embree, to Jersey City, N. J., in 1911; Miss Croff, to Jersey City, N. J., in 1913; and this past year (1916) Miss Howard, to Newark, N. J., and Mr. Bausch and Mrs. Summers to Cleveland, Ohio. While we regret exceedingly to lose these excellent teachers, we are more reconciled to their leaving us because they have gone to render a larger service in our profession, for which their experience in this school has given them an excellent preparation.

The sessions of the twenty-third biennial convention of the American Association of Instructors of the Blind were held at the Halifax (N. S.) School for the Blind, July 4-6, 1916. Although Sir Frederick Fraser during his forty-three years of service has several times invited the Association to meet at Halifax, this was the first time the invitation was accepted.

**The Halifax
Convention.**

The delegates to these conventions are usually entertained at the institution, but the accommodations at the Halifax school being somewhat limited, the homes of the people of the city were opened to the delegates—a tribute alike to Canadian hospitality, to the personal regard which Sir Frederick's fellow citizens have for him, and to his excellent work for the blind of the Province of Nova Scotia.

An enumeration of the topics considered is evidence of the serious purpose of the men and women who are devoting their lives to the perplexing problems connected with the education and employment of our people. In addition to the Presidential address upon the subject, "The Education of the Blind—A Highly Complex Problem" (see Appendix) and an address upon the general subject of "Education," by Captain, the Rev. C. MacKinnon, Principal Presbyterian College, Pine Hill, Halifax, formal papers upon the following subjects were presented and discussed:

General Qualifications for Teachers in Schools for the Blind; What Special Training is Necessary or Desirable?

Miss Minnie E. Hicks, Maryland School for the Blind.

Discussion led by Supt. L. E. Milligan, California School for the Deaf and Blind.

The After-life of Our Pupils; the Amount, Manner and Propriety of School Assistance after Graduation.

Liborio Delfino, Pennsylvania Institution for the Instruction of the Blind.

Discussion led by Supt. E. E. Bramlette, Texas School for the Blind.

What Kinds of Industrial Training have been found Serviceable in Providing the Blind with an Honorable Living?

Supt. H. T. Gardiner, Ontario Institution for the Blind.

Discussion led by Supt. J. T. Hooper, Wisconsin School for the Blind.

Psychology of the Blind.

Sir Frederick Fraser, Supt., Halifax School for the Blind.

Discussion led by H. R. Latimer, Maryland School for the Blind.

What Degree of Defective Vision renders a Child Eligible to Attend a School for the Blind; How should We teach the Partially Sighted?

Supt. Edward M. Van Cleve, New York Institute for the Blind.

Discussion led by Supt. John E. Ray, North Carolina School for the Blind.

How Best to teach the Institution Child the Value of the Dollar.

Supt. W. K. Argo, Colorado School for the Deaf and Blind.

Discussion led by Supt. G. F. Oliphant, Georgia Academy for the Blind.

At "Round Tables" the following topics were discussed in a less formal manner:

The Feeble-Minded Blind, What shall the Schools do with Them?

Leader, Director Edward E. Allen, Perkins Institution.

How Much can We Properly use Pupils in Our Schools to perform Work Usually done by Paid Employes?

Leader, Supt. F. M. Driggs, Utah School for the Blind.

The Moral Development of the Child.

Leader, Supt. Clarence E. Holmes, Michigan School for the Blind.

What can we do to cure Blindisms?

Leader, Supt. J. J. Dow, Minnesota School for the Blind.

Reading to Our Pupils; the Kind, Amount and Time Advisable.

Leader, Mrs. George D. Eaton, Iowa College for the Blind.

Diversion for our Pupils; the Kind and Amount Advisable.

Leader, Miss Susan B. Merwin, Kentucky School for the Blind.

One entire session at Halifax was devoted to the Report of the Uniform Type Commission—the joint Commission appointed last summer (1915) at the Berkeley (Calif.) Convention of the American Association of Instructors and the American Association of Workers for the Blind. The principal task with which this Commission was charged was the putting forth of every effort to secure uniformity of type for the blind of America and Great Britain. At a meeting of the Commission held in New York, December 30, 1915, it was resolved: "That the Commission invite our co-workers in Great Britain to appoint a committee of three which shall have authority to work with a like committee in America toward the improvement of British Braille, with a view to the possibility of its adoption as the uniform type of the English-speaking world."

In accordance with this resolution the American committee of three was promptly appointed, began at once to study Grade 2 "Revised Braille for Reading and Writing" as authorized by Great Britain in July, 1915, and about April 1, 1916, forwarded to England the changes suggested by the American Commission on Uniform Type through its sub-committee and adopted at a meeting thereof held at the Philadelphia (Overbrook) School, March 30, 1916.

On May 19, 1916, "a meeting of delegates of the important societies was held" at the National Institute for the Blind, in London, "to appoint a thoroughly representative committee . . . to deal with the whole question of Uniform Type." After reading the changes in British Braille suggested by the American Commission "it was unanimously decided to take steps to form a committee to be known as 'The National Uni-

form Type Committee'." This committee was formed with Sir Arthur Pearson as chairman. A small committee of experts, six in number, was elected. This committee is now at work and the secretary reports that it is hoped that it will be in a position to report at an early date, probably "before the end of the year." The American committee is now awaiting the reply of the British committee to the changes in British Braille suggested by the American committee.

If an apology be necessary for the apparently slow progress that is making in this matter of a uniform type for the blind, the chairman of the (British) National Committee himself gives the very best of reasons in a letter to the secretary of our American Committee written September 28, 1916, in which he says: "You may rest assured that the Uniform Type matter shall be got along with as rapidly as possible. As I have explained more than once the calls made upon the actively minded people in our present state of national stress practically preclude the possibility of proceeding with matters of this kind with normal celerity."

Since the Berkeley Convention in July, 1915, our English co-workers have taken more seriously than before our efforts in the United States for uniformity. The very title of their type committee, "The National Uniform Type Committee" is itself evidence that the movement in Great Britain has at last assumed national scope.

Meanwhile the delay is not without its advantages to our profession in our efforts in this country for uniformity; for with each year's delay old prejudices are dying out, the question is being given more thought and study, and real and complete uniformity is made increasingly possible. At Halifax this summer there was more open-mindedness toward the whole problem than we have had before. It is the hope and the belief of our profession that we shall have at as early a date as is consistent with the difficulties and the seriousness of the problems involved, a uniform type for the blind of the English-speaking world; and that we must brook necessary delays because "no question is ever settled until it is settled right."

**Output of the
Printing Office.**

Within the twelve months ending December, 1916, the following work was done in our Printing Office:

Large plates embossed.....	1,507
Small plates embossed.....	942
Medium plates embossed.....	74
Large sheets printed.....	10,414
Small sheets printed.....	13,052
Medium sheets printed.....	213
Interpointed sheets printed.....	57
Alphabet sheets printed.....	2,786
Christmas cards printed.....	343
Calendar cards printed.....	2,140
Number of different books and pamphlets embossed in brass..	28
Number of pamphlets fastened in covers here.....	196
Number of sheets written by hand.....	2,156
Number of title pages written by hand.....	24
Number of girls employed in writing Braille.....	3
Amount of cash paid girls and press boys.....	\$73.75

Plates were made from the following:

- Allen, Edward E.—Progress in Education of the Blind.
- Andrews, Mrs. M. R. S. The Three Things.
- Binet, Alfred and Simon, Thomas. Selected figures from the method of measuring the development of the intelligence of young children.
- Burritt, O. H. New Opportunities for Blind Children Before Entering School.
- Burritt, O. H. Tendencies in Work for the Blind in America in the Twentieth Century.
- Cicero. The Pardon of Marcellus, from "Select Orations of Cicero"; edited by J. H. and W. E. Allen and J. B. Greenough; Ginn & Co.
- Conway, Thomas, Jr., and Patterson, Ernest M. Federal Reserve Act, from "The Operation of the New Bank Act," J. B. Lippincott.
- Corneille, Pierre. Horace (tragedie); notes by Stanley L. Galpin; Henry Holt & Co.
- Dahn, Felix. Ein Kampf um Rom: edited by Carla Wenkebach; D. C. Heath & Co., text and notes.
- Gerstaecker, Friederich. Der Wilddieb; edited by Walter R. Myers; D. C. Heath & Co.
- Halfpenny, Amy K. Helps for the Mother of a Blind Child.
- Hartman, Annie K. Exercises for Beginners in Reading.
- International Morse alphabet.
- Johnston, Emma L., and Barnum, Madalene B.—A Book of Plays for Little Actors.
- Keller, Gottfried. Das Fähnlein der sieben Aufrechten (completed); edited by W. G. Howard and A. M. Sturtevant; D. C. Heath & Co.
- Lewis, Jessie. Key to Shorthand in American Braille.
- Miller, Russell King. Musical terms.
- Müller, Sara Savage. Peter, with The Laughter of Leen by Conrad Richter; The Outlook Co. (from the Outlook, Feb. 23, 1916).
- Putnam, George. Prisoners of War.
- Ritchie. Fabulae Faciles (completed); edited by John Copeland Kirtland, Jr.; Longmans, Green & Co.
- Sheridan, Richard Brinsley. The Rivals.
- Skinner, Ada M. Dramatic Stories for Reading and Acting; American Book Co.

Smith, Bradford. Syllabus of Logic.
 Sudermann, Hermann. Teja; edited by Clyde R. Ford; D. C. Heath
 & Co.
 Williams, Ben Ames. Thanksgiving Snow-Shoes; a selection from St.
 Nicholas, Nov., 1916.

The following are in press:

Claude, Mary S. Selections from "Twilight Thoughts" (stories for
 children and child lovers).
 Livy. Selections; edited by J. H. Westcott; Allyn & Bacon. Text
 and notes.
 Young, James T. The New American Government and Its Work;
 The Macmillan Co., 1916. Copyright, 1915.

STATISTICS.

Movement of population:

	BOYS.	GIRLS.	TOTAL.
Resident at last report.....	101	104	205
Admitted	21	14	35
Population of the year.....	122	118	240
Discharged	20	15	35
Remaining at the close of the year.....	102	103	205

AGE AT ADMISSION OF THE 35 PUPILS RECEIVED DURING THE YEAR.

Age	No.	Age	No.	Age	No.	Age	No.
5	1	9	5	13	2	17	4
6	4	10	2	14	2	21	1
7	4	11	3	15	1	29	1
8	2	12	1	16	2		

Total admissions 35

Sixteen pupils were admitted under 10 years of age, the
 youngest being 5 years and 10 months old; ten from 10 to 15
 years; seven from 15 to 17 years; and two over 20 years.

LENGTH OF TIME HERE OF THE 35 PUPILS DISCHARGED DURING THE YEAR.

Time here	No.	Time here	No.	Time here	No.
Less than					
one year	3	6	1	12	3
2	2	8	2	13	1
3	3	9	3		
4	4	10	5		
5	3	11	5		

Total discharges 35

The average length of stay of all pupils leaving was 7
 years.

OF THE PUPILS ADMITTED, 31 were from Pennsylvania;
 3 from New Jersey; 1 from Florida. Of those in attendance
 during the year, 200 were partly supported by Pennsylvania
 (27 counties represented); 19 by New Jersey; 7 by Delaware;
 and the remainder by the institution or by friends.

CAUSES OF BLINDNESS OF THOSE ADMITTED:—

Albinism and Astigmatism	1	■
Anophthalmos	1	■
Buphthalmos	1	■
Conical Cornea	1	■
Hyperopia and Amblyopia.....	1	■
Interstitial Keratitis	1	■
Iridochoroiditis	1	■
Keratoiritis—Traumatism	1	■
Perforating Wound and Sympathetic Ophthalmia	1	■
Congenital Cataracts	2	■
Keratoiritis	2	■
Microphthalmos	2	■
Myopia and Detached Retina.....	2	■
Retinitis Pigmentosa	2	■
Ophthalmia Neonatorum	3	■
Retinochoroiditis and Optic Atrophy.....	3	■
Iridochoroiditis—Traumatism	5	■
Optic Atrophy	5	■
Total admissions	35	

NATIVITY:—Pennsylvania, 27; other States, 5; foreign born, 3.

RELATIVES BLIND:—One boy had a blind sister. One girl has a blind sister; “cataracts common” on grandmother’s (paternal) side of family. One girl has a father, grandfather, great uncle, uncle, second cousin (all paternal) who are nearly blind; had also a great-grandmother nearly blind; defect can be traced as far back as the great-great-grandfather (paternal). One girl’s grandmother (paternal) lost sight at 70 years of age. One boy has two sisters with very defective vision; had a brother, now deceased, similarly afflicted. One boy has a brother blind in one eye, the result of an accident. One boy’s father is nearly blind in one eye; a sister was totally blind. One girl has a brother and sister with very defective vision; had a brother, now deceased, similarly afflicted.

HEALTH:—In general the health of the school has been good with the exception of a slight epidemic of grippe in the early winter and in the spring fifteen cases of measles which developed among the younger children at the kindergarten building. The cases of measles were promptly isolated and cared for in our hospital building which was opened February 3 and closed March 7. A case of pleural effusion and one of mastoiditis requiring surgical treatment made good recoveries.

NECROLOGY:—There have been no deaths.

STUDIES PURSUED DURING THE YEAR.

LITERARY DEPARTMENT.

	BOYS	GIRLS	TOTAL
KINDERGARTEN	6	7	*13
LANGUAGE:			
Reading	67	63	†130
Writing (Braille)	59	23	†82
Spelling	98	94	†192
Language	22	29	†51
Grammar	31	30	61
Rhetoric	10	43	53
Literature	39	27	66
Latin	24	27	51
German	22		22
MATHEMATICS:			
Number	14	26	†40
Arithmetic	62	30	92
Algebra	14	23	37
Geometry	8	5	13
HISTORY-CIVICS:			
Ancient	27	6	33
English		17	17
American	42	32	74
Civics	8	16	24
Current News	84	39	123
SCIENCE:			
Nature Work	41	26	†67
Physiology and Hygiene	34	21	55
Geography	61	48	109
Physical Geography	8	9	17
Physics	14	5	19
Geology		17	17
COMMERCIAL SUBJECTS:			
Commercial Arithmetic	8		8
Bookkeeping	8		8
Business Law	8		8
Industrial Geography	8		8
Economics	8		8
Typewriting	52	43	95

* The number of children doing strictly kindergarten work this year is practically the same as it has been in recent years, but the children who are in the connecting class and the first grade have been taught the following subjects; reading, writing (Braille), spelling, language, number, modeling, drawing and nature work; and the first grade has had, in addition to these subjects, the following: ancient history stories, raffia and reed work, sewing (hand). The number of pupils in the connecting class and the first grade are included this year with the number of those pursuing these subjects in the main school.

† Includes 14 boys and 12 girls in the first grade and connecting class at the kindergarten building.

	BOYS	GIRLS	TOTAL
FORM STUDY:			
Modeling	41	21	†62
Drawing	41	56	†97
MANUAL TRAINING.			
WOOD-WORK	53	18	71
SHOP:			
Cane	58	29	87
Broom	35		35
Carpet	8	5	13
Basketry	6		6
WORKROOM:			
Raffia and Reedwork, Willow	14	20	34
Crocheting		28	28
Knitting		78	78
Sewing (Hand)		58	58
Sewing (Machine)		34	34
Domestic Science		15	15
Hammock Making	10	6	16
PHYSICAL TRAINING.			
Athletics	81		81
Gymnastics	83	78	161
Swimming	81	74	155
MUSIC.			
Chorus Singing	84	82	166
Oratorio Chorus	28	30	58
Individual Voice Culture	10	13	23
Piano	32	35	67
Organ	6	2	8
Tuning	19		19
Harmony	8	6	14

ACKNOWLEDGMENTS.

We desire to acknowledge our indebtedness to the following for the courtesies extended to us:

A friend, for sixteen tickets to the concerts of the Philadelphia Orchestra.

Mrs. Eckley B. Coxe, for donations of \$100.00 for opera and theater tickets, and \$25.00 for Christmas gifts.

Mrs. Edwin Bookmyer, for \$10.00 for Christmas gifts.

Mrs. Lewis R. Dick, for concert tickets.

Dr. Ralph B. Pomeroy, for a talk to the school.

Mr. Ralph T. Wolfgang, for readings.

Mr. Frank D. Baugher, for a lecture.

Dr. John D. Mahoney, for a lecture.
 Mr. George Spencer Morris, for a talk on birds.
 Mr. James F. Magee, for a talk on games.
 Dr. Witmer Stone, for an illustrated lecture on birds.
 Dr. F. H. Green, for a lecture.
 Mr. James H. Sterrett, for demonstration of swimming.
 Dr. Adam Geibel, for concert tickets.
 The Strawbridge & Clothier Chorus, for concert tickets.
 The Stetson Chorus, for concert tickets.
 Miss Anna S. Loughery, for an evening of story telling.
 The Alumnae Association of the Girls' High and Normal Schools,
 for concert tickets.
 The Bible Training School, for a gift of books.
 The Management of "Little Women", for an invitation to the
 pupils to attend the performance at the Walnut Street Theater.
 The Publishers and Authors, for permission to emboss the follow-
 ing books:
 Little, Brown & Company, "The Three Things."
 The J. B. Lippincott Company, "Federal Reserve Act" from "The
 Operation of the New Bank Act."
 The American Book Company, "A Book of Plays for Little
 Actors", and "Dramatic Stories for Reading and Acting."
 The Outlook Company, "The Laughter of Leen", "Peter", and
 "Prisoners of War."
 The Century Company and Mrs. Cale Young Rice, "Thanksgiving
 Snow-shoes", and "Betty's Best Christmas."
 The MacMillan Company and James T. Young, "The New Ameri-
 can Government."
 Doubleday, Page & Company, "The Making of a New Yorker."
 Allyn & Bacon, "Pliny's Letters", and "Livy."
 D. C. Heath & Company, "Racine's Phèdre", "Teja", and "Der
 Wilddieb."

Respectfully submitted,

O. H. BURRITT,
Principal.

December, 21, 1916.

INCOME ACCOUNT.		1916, May 31.	INCOME ACCOUNT.
1915, May 31.	To Balance		By Payments on sundry ac- counts for the year ending this day, viz.:
1916, May 31.	" Receipts for the year ending this day, viz.:	\$ 916.74	Dundas Library Fund . . . \$250.00
	General Fund		Harrison Prize Fund . . . 50.00
	W. W. Cook Legacy		J. Francis Fisher Fund . . . 80.00
	J. Francis Fisher Fund		Coxe Musical Fund 200.00
	Reserve Fund		W. W. Cook Legacy 125.00
	Dundas Library Fund		General Fund (Int. on invest- ments purchased) 191.11
	Coxe Musical Fund		Elizabeth Roe Dunning Leg- acy 42.50
	Coxe Maziche Fund		Household 57,794.19
	Harrison Prize Fund		Instruction 33,616.90
	Elizabeth Roe Dunning Legacy		Finance 925.86
	City Office		City Office 4,855.46
	Household		Balance
	Instruction		\$98,131.02
	Finance		496.38
	City Office		\$98,627.40
	City Office		
	Appropriation, State of Penna. " " New Jersey " " Delaware		
	Pay Pupils	97,710.66	
		\$98,627.40	
		\$8,207.44	
PRINCIPAL ACCOUNT.		1916, May 31.	PRINCIPAL ACCOUNT.
1915, May 31.	To Balance		By Payments as follows:
1916, May 31.	" Receipts for the following accounts, viz.:		New Building \$792.40
	Cook Estate—one-half share sale of five acres of land to Lehigh Valley Railroad for right of way	\$ 125.28	Investments purchased 19,450.00
	Cook Estate—coal royalty	5,143.63	Balance
	Cook Estate—proportion pro- ceeds of sale of one acre of land to Louis Christianson	12.50	
	On account premiums on In- vestments	531.21	
	Interest in residuary estate Lydia Yarnall	5,753.46	
	Legacy Henry B. Pale- thorpe \$5,000.00		
	Less collateral inher- itance 250.00	4,750.00	
		16,316.08	
		\$24,523.52	

The undersigned certify that they have examined the foregoing account, and find it correct, and the balance on hand as stated to be Four Thousand, Seven Hundred and Seventy-seven Dollars and Fifty Cents (\$4,777.50).

[Signed] W. DRAYTON, } Committee on Finance.
JOS. LAPSLEY WILSON, }

[Signed] BEAUVEAU BORIE, JR., } Committee on Audit.
WM. H. JEFFREYS, }

We have examined the accounts of Mr. James Crosby Brown, Treasurer of The Pennsylvania Institution for the Instruction of the Blind, for the fiscal year ended 31st May, 1916, and found them to be correct, and correctly set forth in the foregoing statement.

[Signed] LYBRAND, ROSS BROS. & MONTGOMERY,
Certified Public Accountants.

COMPARATIVE STATEMENT OF OPERATING EXPENSES

FOR THE FISCAL YEARS ENDING MAY 31, 1914, 1915 and 1916

	1913-14	Per Capita Per Day	1914-15	Per Capita Per Day	1915-16	Per Capita Per Day
HOUSEHOLD:						
Meats and Fish						
Milk, Butter and Eggs	\$ 5,196.21	.054C.	\$ 5,626.71	.059C.	\$ 5,580.91	.059C.
Groceries and Provisions	5,173.10	.054	5,305.24	.055	5,314.67	.057
Fresh Fruits and Vegetables	5,256.39	.055	5,681.58	.059	5,865.30	.063
	2,624.39	.027	2,263.93	.023	3,124.07	.033
TOTAL FOOD	\$18,250.09	.190	\$18,877.46	.196	\$19,884.95	.212
Laundry	1,686.07	.017	1,643.72	.017	1,693.24	.018
INSTRUCTION:						
Buildings	5,135.89	.085	4,912.16	.082	5,408.97	.091
Grounds	1,601.47	.026	1,956.67	.032	1,966.98	.033
Heat, Light and Power	9,991.97	.165	10,665.07	.179	9,826.30	.165
Furniture and Furnishings	1,238.09	.020	751.05	.012	1,409.63	.023
Medical Expense	2,064.10	.034	1,925.21	.032	1,839.88	.031
Dry Goods	1,220.64	.020	1,643.84	.027	1,407.86	.023
Salaries	7,158.92	.118	7,214.92	.121	7,364.72	.124
Wages	4,872.84	.080	5,028.22	.084	5,016.45	.084
Sundries	633.05	.010	1,076.37	.017	1,035.54	.017
OVERBROOK OFFICE:						
Literary Department	19,359.70	.321	18,083.44	.303	20,451.54	.345
Musical Department	6,135.40	.101	6,441.11	.108	5,761.54	.097
Industrial and Manual Training	2,384.27	.039	2,729.17	.045	2,288.16	.038
Physical Culture	1,110.32	.018	916.24	.015	1,167.19	.019
Sundries	278.17	.004	1,025.30	.017	912.06	.015
PHILADELPHIA OFFICE:						
Salaries	2,320.50	.038	2,333.00	.039	2,051.66	.034
Supplies	569.78	.009	1,230.17	.020	1,690.07	.028
Expenses	1,333.72	.022	1,030.80	.017	489.83	.008
Salaries	1,653.34	.027	1,641.50	.027	1,630.88	.027
Expenses	2,022.29	.033	1,986.10	.034	1,971.10	.033
Treasurer's Salary						
Expense	460.00	.007	360.00	.006	360.00	.006
	485.92	.008	660.00	.011	565.86	.009
TOTAL OPERATING EXPENSES	\$91,966.54	1.392C.	\$94,138.23	1.441C.	\$96,194.41	1.480C.
RÉSUMÉ						
Household	\$53,853.13	.765	\$55,694.69	.799	\$56,854.52	.821
Instruction	29,267.86	.483	29,201.26	.488	30,580.49	.514
Overbrook Office	4,224.00	.069	4,593.97	.076	4,231.56	.070
Philadelphia Office	3,675.63	.060	3,627.60	.061	3,601.98	.060
Finance	945.92	.015	1,020.00	.017	925.86	.015
TOTAL OPERATING EXPENSES	\$91,966.54	1.392C.	\$94,137.52	1.441C.	\$96,194.41	1.480C.
Average number of Pupils						
"	199		196		195	
" " Employees	115		116		111	

RESIDENTIAL SCHOOLS FOR THE BLIND IN THE UNITED STATES.—Corrected February, 1917.

STATE.	PLACE.	NAME.	PUPILS		SUPERINTENDENT.
			1915-1916	ENROLLED	
Alabama	{ Talladega	School for the Blind	127	F. H. Manning.	
Arkansas	{ Talladega	School for Negro Deaf Mutes and Blind, J. S. Graves, " "	135	John H. Hinemon.	
California	Little Rock	School for the Blind	97	L. E. Milligan.	
Colorado	Berkeley	Institution for the Education of the Deaf and Dumb, and the Blind	44	W. K. Argo.	
Colorado	Colorado Springs	School for the Deaf and the Blind	48	George H. Marshall.	
Connecticut	Hartford	Institute for the Blind	40	A. H. Walker.	
Florida	St. Augustine	Institution for the Deaf and the Blind	102	G. F. Oliphant.	
Georgia	Macon	Academy for the Blind	17	W. E. Taylor.	
Idaho	Gooding	State School for the Deaf and the Blind	214	H. C. Montgomery	
Illinois	Jacksonville	School for the Blind	148	George S. Wilson.	
Indiana	Indianapolis	Institute for the Education of the Blind	136	George D. Eaton.	
Iowa	Vinton	College for the Blind	95	Isa A. Green.	
Kansas	Kansas City	Institution for the Education of the Blind	152	Susan B. Merwin.	
Kentucky	Louisville	Institution for the Education of the Blind	66	G. C. Huckabee.	
Louisiana	Baton Rouge	Institution for the Blind	150	John F. Bledsoe.	
Maryland	{ Overlea	School for the Blind	290	Edward E. Allen.	
Massachusetts	{ Watertown	Perkins Institution and Massachusetts School for the Blind	163	Clarence E. Holmes.	
Michigan	Lansing	School for the Blind	140	J. J. Dow.	
Minnesota	Faribault	School for the Blind	83	R. S. Curry, M. D.	
Mississippi	Jackson	Institute for the Blind	119	S. M. Green.	
Missouri	St. Louis	School for the Blind	25	H. T. Menzemer	
Montana	Boulder	School for the Deaf and the Blind	72	N. C. Abbott	
Nebraska	Nebraska City	Institute for the Blind	51	R. R. Pratt.	
New Mexico	Alamogordo	Institute for the Blind	192	Charles A. Hamilton.	
New York	{ Batavia	State School for the Blind	126	Edward M. Van Cleave	
North Carolina	{ New York City	Institute for the Education of the Blind	244	John E. Ray.	
North Carolina	Raleigh	Institution for the Deaf and Dumb, and the Blind	32	B. P. Chapple.	
North Dakota	Bathgate	School for the Blind	235	Chas. F. F. Campbell.	
Ohio	Columbus	Institution for the Education of the Blind	98	O. W. Stewart.	
Oklahoma	Muskogee	School for the Blind	42	E. T. Moores.	
Oregon	Salem	Institute for the Blind	237	O. H. Burritt.	
Pennsylvania	{ Philadelphia	Institution for the Instruction of the Blind	140	T. S. McAloney.	
Pennsylvania	{ Pittsburgh	Western Pennsylvania Institution for the Blind	93	N. F. Walker.	
South Carolina	Cedar Spring	Institution for the Education of the Deaf and Dumb, and the Blind	28	Lelia M. Curl.	
South Dakota	Gary	School for the Blind	231	J. V. Armstrong.	
Tennessee	Nashville	School for the Blind	233	E. E. Bramlette.	
Texas	{ Austin	Institution for the Blind	60	J. J. Donaldson	
Texas	{ Austin	Institute for the Deaf and Dumb and the Blind Colored Youth	36	F. M. Driggs.	
Utah	Ogden	School for the Deaf, and the Blind	6	Helen G. Throckmorton.	
Vermont	Brattleboro	Austine School for the Blind	78	W. A. Bowles.	
Virginia	{ Staunton	School for the Deaf, and the Blind	40	Wm. C. Ritter.	
Virginia	{ Newport News	Virginia State School for Colored Deaf and Blind	63	Mrs. Sadie E. Hall.	
Washington	Vancouver	State School for the Blind	97	Parley De Berry.	
West Virginia	Romey	School for the Deaf and the Blind	140	J. T. Hooper.	
Wisconsin	Janesville	School for the Blind		Dept. for the Blind not yet opened.	
Wyoming	Cheyenne	Institution for the Blind and the Deaf and Dumb			
Total enrolment, 1915-1916			5518		

RESIDENTIAL SCHOOLS FOR THE BLIND IN CANADA.—Corrected February, 1917.

PROVINCE.	PLACE.	NAME.	SUPERINTENDENT.
Nova Scotia	Halifax	Halifax School for the Blind.	C. F. Fraser.
Ontario	Brantford	Ontario Institution for the Education of the Blind.	Clarkson W. James.
Quebec	Montreal	Nazareth Institution for the Blind.	Sister St. Eulalie.
Quebec	Montreal	School of the Montreal Association for the Blind.	P. Gray.

PUBLIC SCHOOLS IN THE UNITED STATES HAVING PROVISION FOR THE CO-EDUCATION OF THE BLIND AND THE SIGHTED.—Corrected February, 1917.

STATE.	PLACE.	SUPERINTENDENT.	SUPERVISOR OR TEACHER.	ESTABLISHED.	WHEN	PUPILS ENROLLED
California	Los Angeles	Albert M. Shirls	Frances Blend.	January, 1917.	1915-1916.	8
Illinois	Chicago	John D. Shoop	John B. Curtis	September, 1900.	1917.	51
Michigan	Detroit	Chas. E. Chadsey	Fanny S. Fletcher	January, 1912.	1910.	28
New Jersey	Jersey City	Henry Snyder	Clara M. Croff	December, 1911.	1911.	8
New Jersey	Newark	A. B. Poland	Janet G. Paterson	November, 1910.	1910.	18
New York	New York City	William H. Maxwell	Frances E. Moscrip	September, 1909.	1909.	220
Ohio	Cincinnati	Randall J. Condon	Estelle Lawes	September, 1905.	1905.	45
Ohio	Cleveland	J. M. H. Frederick	Robert B. Irwin	April, 1909.	1909.	33
Ohio	Toledo	W. B. Guiteau	Genevieve Givins	February, 1915.	1915.	8
Wisconsin	Milwaukee	Milton C. Potter	Carrie B. Levy	November, 1907.	1907.	65
Wisconsin	Racine	Burton E. Nelson	Lydia E. Dunkelow	February, 1909.	1909.	10
Total enrolment 1915-16.						494

PUBLIC SCHOOLS IN THE UNITED STATES HAVING PROVISION FOR THE EDUCATION OF CHILDREN WITH DEFECTIVE VISION.—Corrected February, 1917.

STATE.	PLACE.	WHEN ESTABLISHED.	NO. OF CLASSES.	1915-1916.	1916-1917.
Massachusetts	Boston	March, 1913.	2	20	32
Massachusetts	Cambridge	September, 1915.	1	10	10
Massachusetts	New Bedford	June, 1916.	1	24	18
Massachusetts	Springfield	September, 1915.	1	12	Class discontinued
Michigan	Detroit	September, 1915.	1	17	20
Ohio	Ashtabula	January, 1917.	1	10	10
Ohio	Cincinnati	September, 1915.	3	35	37
Ohio	Cleveland	September, 1913.	6	42	51
Ohio	Mansfield	September, 1916.	2	20	20
Ohio	Toledo	October, 1915.	1	11	8
Total enrolment.				171	206



A CLASS OF GIRLS WORKING IN WOOD

LIST OF PUPILS.

DECEMBER 1ST, 1916.

FROM PENNSYLVANIA.

BOYS.			
Accession No.	Names	Received	Counties
2324	Acton, Adam	1915	Philadelphia.
2263	Baranoski, George S.....	1913	Berks.
2374	Beck, Carl H.....	1916	Philadelphia.
2049	Berninger, Percy E.	1906	Columbia.
2104	Bickel, Leroy A.	1907	Delaware.
2302	Bixel, Robert D.	1914	Lycoming.
2103	Bocella, Luigi	1907	Philadelphia.
1903	Bradford, Allyn M.	1903	Philadelphia.
2322	Braxton, Alger W.....	1915	Delaware.
2348	Bray, William.....	1916	Philadelphia.
2298	Brooks, Samuel F.	1914	Philadelphia.
1936	Brown, Albert Edward	1903	Philadelphia.
2111	Burth, John A.	1908	Dauphin.
2345	Carbury, Joseph F.....	1916	Philadelphia.
2154	Carroll, Francis W.	1909	Montgomery.
2090	Chamberlain, George P.	1907	Montgomery.
2157	Cross, Wilfred M.	1909	Luzerne.
2214	Davis, William	1911	Montgomery.
2248	de Moll, Rupert B.	1912	Philadelphia.
2358	De Serio, Luigi.....	1916	Philadelphia.
2057	Ditzler, Henry M.	1906	Montour.
2181	Doyle, John	1910	Philadelphia.
2346	Earley, John C.....	1916	Philadelphia.
2166	Elder, John Ross	1909	Montgomery.
2167	Fellman, Harry	1909	Philadelphia.
2316	Fraser, Robert J.....	1915	Philadelphia.
2320	Gabriele, Louis	1915	Philadelphia.
2120	Gantz, Charles G.	1908	Berks.
2270	Gavin, Martin Joseph.....	1913	Philadelphia.
2272	Gearhart, Kenneth C.....	1913	Clearfield.
2335	Geroskie, John	1915	Chester.
2116	Hachenburg, George	1908	Philadelphia.
2268	Hadjehli, Joseph	1913	Philadelphia.
2253	Harman, Lyle R.....	1913	Schuylkill.
2097	Hartman, Harry C.	1907	Franklin.
2353	Henry, Edward R.....	1916	Lancaster.
2002	Hepler, John	1905	Luzerne.
2206	Hoffman, Norman H.	1911	Berks.
2173	Huber, Alvin	1910	Lackawanna.
2336	Hull, Corson E.....	1915	Philadelphia.
2262	Jigerjian, Garabed	1913	Northumberland.
2251	Kechak, John	1913	Lackawanna.
2175	Kessler, Samuel	1910	Philadelphia.
2234	Krause, Michael	1912	Philadelphia.
2285	Lare, John Walter	1914	Montgomery.
2199	Lentz, Daniel H.	1911	Lebanon.
2252	Lichtenwalner, Arthur P.....	1913	Lehigh.

Accession No.	Names	Received	Counties
2169	Livingston, James F.	1910	Philadelphia.
2125	McCann, Joseph	1908	Philadelphia.
2373	McCullough, Ray R.	1916	Cumberland.
2338	Marcu, Edward	1915	Philadelphia.
2243	Matchey, Wenzel	1912	Luzerne.
2164	Merkel, Herbert L. Y.	1909	Berks.
2150	Miller, Ralph S.	1909	Philadelphia.
2301	Monn, Clarence C.	1914	Franklin.
2367	Noggle, Ray O.	1916	Dauphin.
2375	Northrop, Karl T.	1916	Philadelphia.
2148	Opie, Webster H.	1909	Philadelphia.
2299	Pearlman, Benjamin	1914	Philadelphia.
2350	Poskoski, Charles	1916	Northumberland
2318	Radzevicz, Anthony	1915	Luzerne.
2192	Rank, Carl J.	1910	Union.
2292	Rettew, Charles Paul	1914	Dauphin.
2142	Riley, Harry	1909	Philadelphia.
2102	Robbins, Henry Griffith	1907	Northampton.
2368	Rudy, Joseph A.	1916	Dauphin.
2339	Rush, Harry F.	1915	Philadelphia.
2177	Saville, Carroll	1910	Chester.
2293	Schreffler, John Cameron	1914	Lycoming.
2357	Siegrist, David.	1916	Franklin.
2333	Sillman, David	1915	Philadelphia.
2224	Silverberg, Mandel	1911	Philadelphia.
2282	Smith, Howard John.	1913	Lycoming.
2294	Snyder, Chester	1914	Northumberland.
2230	Sobel, Benjamin	1912	Philadelphia.
2242	Spencer, Raymond	1912	Philadelphia.
2117	Sweeney, Edgar S.	1908	York.
2056	Tinsley, William Sheridan	1906	Philadelphia.
2202	Torbert, Harold B.	1911	Lycoming.
2284	Wachhaus, Gustav	1913	Schuylkill.
2066	Ward, George Ernest	1906	Philadelphia.
2137	Webber, Russel O.	1909	Luzerne.
2145	Weigel, Theodore L.	1909	Lycoming.
2194	Weiner, Abraham	1910	Philadelphia.
2124	Wheeland, Ralph H.	1908	Lycoming.
2147	Wolf, Amos C.	1909	Lebanon.
2216	Young, John W.	1911	Philadelphia.
2332	Young, Paul C.	1915	Philadelphia.

FROM OTHER STATES.

	Names	Received	States
2071	Briner, Edward C.	1906	New Jersey.
2276	Focer, Eugene H.	1913	New Jersey.
2361	Marshall, John Virden.	1916	Delaware.
2006	Mumis, Raymond	1905	Delaware.
2372	O'Connor, Murray C.	1916	West Virginia.
2342	Pierce, Charles G.	1915	New Jersey.
2005	Pierce, Paul L.	1905	Delaware.
2303	Pruitt, Robert E.	1914	China.
2300	Putnam, John Everett	1914	New Jersey.
2369	Schweiber, August.	1916	New Jersey.
2309	Steel, Henry A.	1915	New Jersey.
2236	Stults, Howard	1912	New Jersey.
2051	Willson, William S.	1906	New Jersey.

GIRLS.

Accession No	Names	Received	Counties
2314	Agnew, Mary E.....	1915	Philadelphia.
2308	Allen, Dorothy I.....	1915	Montgomery.
2152	Allen, Margaret E. B.	1909	Philadelphia.
2000	Antonson, Dora R.	1905	McKean.
2250	Beckman, May C.	1912	Philadelphia.
1998	Biehl, Birdella R.	1905	Berks.
2093	Casey, Rose	1907	Lackawanna.
2341	Dandridge, Marie	1915	Philadelphia.
2215	Darkes, Lily L.	1911	Lebanon.
2183	Drissel, Anna L.	1910	Philadelphia.
1982	Dunsmore, Catherine E.	1904	Delaware.
1997	Edwards, Alberta	1905	Lackawanna.
2359	Epler, Dorothy N.....	1916	Lycoming.
2266	Epstein, Violet May.....	1913	Lancaster.
2279	Eyerman, Irene	1913	Luzerne.
2259	Fabrio, Annie	1913	Lackawanna.
2321	Falkenstein, Helen R.....	1915	Philadelphia.
2274	Faulder, Martha Mary.....	1913	Schuylkill.
2343	French, Elizabeth B.....	1915	Philadelphia.
2118	Galbraith, Jennie Mildred	1908	Montgomery.
2143	Gerhart, Marion C.	1909	Bucks.
2371	Gillett, Gertrude D.....	1916	Philadelphia.
2229	Griffin, Meta	1912	Philadelphia.
2165	Gurtowska, Valieri	1909	Philadelphia.
2291	Hayes, Margaret M.	1914	Schuylkill.
2178	Hess, Louisa M.	1910	Philadelphia.
2347	Hull, Myrtle.....	1916	Philadelphia.
1948	Hüttner, Florence M.	1904	Philadelphia.
2365	Hutton, Florence M.....	1916	Philadelphia.
2313	Keeley, Francis E.....	1915	Lehigh.
2044	Kelly, Genevieve	1906	Lackawanna.
2239	Keough, Annie C.	1912	Blair.
2237	Korkos, Annie	1912	Luzerne.
2352	Kutz, Leah H.....	1916	Lehigh.
2249	Linn, Willie Fay.....	1912	Philadelphia.
2337	Loux, Mary	1915	Philadelphia.
2355	Lovell, Myrtle A.....	1916	Schuylkill.
2362	McAndrew, Elizabeth.....	1916	Lackawanna.
2123	McDonald, Mary	1908	Schuylkill.
2315	McHugh, Margaret	1915	Philadelphia.
2212	Maida, Rose	1911	Philadelphia.
2327	Maitland, Saloma Marguerite.....	1915	Philadelphia.
2203	Moeller, Gertrude R.	1911	Philadelphia.
2297	Moyer, Lillie Helen	1914	Wyoming.
2283	Moyer, Marietta	1913	Wyoming.
2174	Nedzinski, Elizabeth L.	1910	Schuylkill.
2062	Ochs, Anna M.	1906	Lackawanna.
1933	Pass, Grace E.	1903	Montgomery.
2227	Pauley, Eva May.....	1912	Lehigh.
2260	Pauley, Verna A.....	1913	Lehigh.
2278	Pieczynski, Catherine	1913	Philadelphia.
2277	Purnell, Hattie Viola.....	1913	Delaware.
2240	Putt, Lillie A.	1912	Berks.
2094	Rex, Gertrude P.	1907	Schuylkill.
2007	Roddy, Mary Ida	1905	Philadelphia.
2307	Rose, Eva	1915	Philadelphia.
2168	Row, Grace M.	1910	Schuylkill.
2149	Rowen, Carrie	1909	Philadelphia.
2144	Rutherford, Irma	1909	Philadelphia.
2200	Saville, Catherine	1911	Chester.

Accession No	Names	Received	Counties
2231	Saville, Margaret Mildred.....	1912	Chester.
2197	Schwent, Catharine M.	1911	Philadelphia.
2004	Sears, Ida May	1905	Philadelphia.
2122	Sechler, Beatrice J.	1908	Lehigh.
2351	Skelton, Mildred S.....	1916	Dauphin.
2156	Smith, Helen L.	1909	Dauphin.
2364	Speece, Charlotte M.....	1916	Philadelphia.
2349	Spunn, Lena.....	1916	Philadelphia.
2185	Staub, Rose H.	1910	Crawford.
2260	Stern, Ella May.....	1913	Chester.
2271	Stevenson, Myrtle E.....	1913	Northumberland.
2319	Tangert, Anna Grace.....	1915	Lancaster.
2219	Tasch, Katherine	1912	Philadelphia.
2188	Telesco, Angelina	1910	Lackawanna.
1986	Trask, Mildred E.	1904	Potter.
2146	Turner, Ruth C.	1909	Philadelphia.
2205	Watts, Katharine Lenore	1911	Dauphin.
2354	Weiss, Minnie A.	1916	Philadelphia.
2257	Whitaker, Virginia	1913	Philadelphia.
2198	Wilkey, Julia Pauline	1911	Lancaster.
2363	Williams, Edythe K.....	1916	Columbia.
2325	Williams, Ruth E.....	1915	Columbia.
2356	Zipp, Annie.....	1916	Northampton.

FROM OTHER STATES.

	Names	Received	States
2370	Anderson, Muriel C.....	1916	Rhode Island.
2330	Brown, Pearl P.....	1915	Florida.
2217	Burnett, Grace B.	1911	New Jersey.
2084	Burrows, Marion C.	1907	Delaware.
2141	Carey, Mildred	1909	Delaware.
2329	Carty, Patience E.....	1915	New Jersey.
2281	Dillett, Izetta	1913	New Jersey.
2366	Doran, Ethel E.....	1916	New Jersey.
2127	Hyatt, Lavada	1908	New Jersey.
2009	Jones, Jeanette	1905	New Jersey.
2193	Kellert, Frances M.	1910	Quebec, Can.
2265	King, Maria B.....	1913	Delaware.
1965	Kulp, Bessie E.	1904	New Jersey.
2360	McCoy, Charlotte B.....	1916	New Jersey.
2247	Mahan, Martha Lucile.....	1912	Alabama.
2221	Simmons, Ruth B.	1911	New Jersey.

Total number of pupils in above list:

Boys	101
Girls	99
	200

AVERAGE AGE OF THE ABOVE PUPILS.

Boys	14 years, 6 months.
Girls	14 years, 3 months.

HOME INMATES.

Names	Admitted as pupils	Received into the Home	States
Boyer, Emma	1854	1863	Pennsylvania.
Gutzlaff, Fanny	1843	1851	China.
Gutzlaff, Jessie D.	1861	1869	China.

PROGRAM FOR THE ONE HUNDRED AND TWENTIETH ANNIVERSARY OF THE BIRTH OF JOHN KEATS

OCTOBER 31, 1795

Given in the Auditorium of the School

Friday Morning, October 29, 1915

To Autumn Grace Pass

Song of Four Faeries—

Salamander, Spirit of Fire.....Catherine Saville
Zephyr, Spirit of Air.....Beatrice Sechler
Dusketa, Spirit of Earth.....Helen Smith
Breama, Spirit of Water.....Lavada Hyatt

ESSAY—A Sketch of Keats.....Lucile Mahan
(A competition in writing upon this subject has been held in the Post Graduate and Ninth Grades in the Girls' School. A number of good essays were submitted and this is the winner in the competition.)

“A Thing of Beauty is a Joy Forever” (the introduction to *Endymion*),
Alvin Huber

SONNET—“Blue! 'tis the Life of Heaven”.....Izetta Dillett

On the Grasshopper and Cricket.....Francis Carroll

Ode on a Grecian Urn (considered by many writers as the finest poem in our language).....Lucile Mahan

Liebestranne—Franz Liszt.....Virginia Whitaker

Two Views of Death as seen by Keats.....Daniel Lentz

(a) Sonnet: “When I have fears that I may cease to be.”

(b) On Death.

Adonais—A lament for John Keats by Percy Bysshe Shelley,
Wilfred Cross

To Kosciusko—Keats's view of the immortality of great men,
Amos Wolf

“I stood tip-toe upon a little hill”—shows Keats a poet of nature.

Morning, Moon, Moonlight.....Virginia Whitaker
Hawthorne Bush Angelina Telesco
Filbert Hedge Grace Row
Marigolds Anna Drissell
Sweet Peas Helen Moyer
Goldfinches Eva Rose
Evening Primroses Rose Maida

A song about myself—from a letter to Fanny Keats,
Carl Rank, Ralph Miller, Rupert deMoll, Ross Elder

PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

RECITAL

By Pupils of the Music Department

AT THE SCHOOL

Wednesday Evening, November 17th, 1915

At 8.15 o'clock

PROGRAM

1. PIANO SOLO—Etude*Blassman*
GEORGE HACHENBURG
2. PIANO SOLO—Forest Elves*Schytte*
WILLIE FAY LINN
3. VOCAL—Lord, Whom My Heart Holds Dear.....*Hiller*
ROSE H. STAUB
4. PIANO SOLO—Valeska*Martin*
IDA MAY SEARS
5. PIANO SOLO—Mazurka Impromptu*Lack*
MARION C. BURROWS
6. VOCAL—
a. Life*Speaks*
b. A Banjo Song*Homer*
KENNETH W. PERRY
7. PIANO SOLO—Sous Bois*Staub*
FLORENCE M. HÜTTNER
8. PIANO SOLO—Homage to Haydn.....*Harris*
IRMA RUTHERFORD
9. ORGAN SOLO—Wedding Procession*Dubois*
HARRY C. HARTMAN
10. PIANO SOLO—Feu Follet*Wollenhaupt*
RUTH C. TURNER
11. PIANO SOLO—Etude*Wollenhaupt*
HERBERT L. Y. MERKEL
12. QUARTET—Adore and Be Still*Gounod*
M. LUCILE MAHAN MARY RODDY
BESSIE E. KULP ROSE H. STAUB
13. PIANO SOLO—Berceuse*Moszkowsky*
ALLYN C. BRADFORD
14. PIANO SOLO—Polonaise*Chopin*
BESSIE E. KULP
15. VOCAL—
a. Murmuring Zephyrs*Jensen*
b. Du bist die Ruh*Schubert*
M. LUCILE MAHAN
16. PIANO SOLOS—
a. Romance sans Paroles*Saint-Saens*
b. Rustle of Spring*Sinding*
VIRGINIA WHITAKER
17. CHORUS—The Ocean Spray*Richards*
JUNIOR CHORUS

A CAROL SERVICE

By the Pupils of

THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

AT THE SCHOOL

Thursday Evening, December 16th, 1915

At 8.15

PROGRAM

PROCESSIONAL—O Come, All Ye Faithful.....*Reading*

CAROLS—

A Christmas Message*Jacobson*

Out on the Hills in Silence.....*Geibel*

BY THE SCHOOL

SOLO—The New Born King.....*L'Espoir*

KENNETH W. PERRY

CAROLS—

O Lord, A Strange Event.....*Old French Carol*

God Rest Ye, Merry Gentlemen.....*Old English Carol*

SELECTED CHORUS

CAROLS—

While Shepherds Watched Their Flocks.....*Sawyer*

Babe Jesus*Dugan*

JUNIOR CHORUS

CAROLS—

See Amid the Winter's Snow.....*Anon*

Ring Out, Ye Bells.....*Wallis*

BY THE SCHOOL

ORGAN—Cantilene Pastoral*Dubois*

ROSE H. STAUB

CAROLS—

Come, All Ye Shepherds.....*Old Bohemian Carol*

Ye Shepherds Awake*Old Dutch Carol*

SELECTED CHORUS

SOLO—O Holy Night*Adam*

M. LUCILE MAHAN

CAROLS—

Softly the Night is Sleeping.....*Mosenthal*

Christmas Bells*Geibel*

Silent Night*Old German Carol*

BY THE SCHOOL

CHRISTMAS ENTERTAINMENT

By the Pupils of
THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK, PHILADELPHIA

AT THE SCHOOL
Tuesday Evening, December 21st, 1915
At 8.15

PROGRAM

PROCESSIONAL—O Come, All Ye Faithful.....*Reading*

WHAT IS CHRISTMAS?

(A dialogue composed of poems and descriptions of Christmas by several authors, interspersed with Carols from distant lands, and arranged in a rhymed setting by Jessie R. Greaves)

CAST OF CHARACTERS WITH RECITATIONS AND CAROLS

KNOWLEDGE Christiana Lybrand

LITTLE JAP Mildred Carey

LITTLE AMERICAN Catherine Saville

TOWN CRIER, who announces the title of a curious tract published
in 1645 Ernest Ward

ENGLISH WAITS, who announce the coming of
Father Christmas, in lines by Rose Terry Cooke.....

{	William Davis
	Raymond Spencer
	Theodore Weigel
	Edward Marcu

FATHER CHRISTMAS—"A Mediaeval Christmas in England",
by John Symonds Ralph Wheeland

OLD ENGLISH CAROL—God Rest Ye, Merry Gentlemen..Selected Chorus

SANTA CLAUS—"Nicholas of Myrna" (A. D. 326), by Clara Denton,
Birdella Biehl

DUTCH GIRL—"A Christmas Eve Adventure", author unknown,
Catharine Schwent

DUTCH MEN—"The Star of Bethlehem as seen in
Holland" from Bow-Bells Annual.....

{	Harry Fellman
	Harold Torbert
	Norman Hoffman

OLD DUTCH CAROL—Ye Shepherds Awake.....Selected Chorus

DANISH GIRL—"Yule in the Old Town", by Jacob A. Riis,
Agnes Locuson

IRISH LAD—"Christmas in Ireland", by Clara Denton..Joseph McCann

SWEDISH GIRL—"Christmas in Sweden", author unknown..Ruth Williams

FRENCH GIRL—"A Child's Christmas in France", by Estelle Hurl,
Annie Korkos

OLD FRENCH CAROL—O Lord, a Strange Event.....Selected Chorus

AMERICAN GIRL—"Shoe or Stocking", by Jessie R. Greaves and
Edith Thomas Marion Gerhart

RUSSIAN BOY—"Christmas in Russia", by Jessie R. Greaves,
David Sillman
BABOUSHKA—"The Old Woman of Russia", by Jessie R. Greaves,
Daniel Lentz
GERMAN BOY—"Christmas in Germany", by Jessie R. Greaves,
Harry Ditzler
OLD GERMAN CAROL—Silent Night.....Selected Chorus
AMERICAN BOY—"Christmas Candles' Tragedy", author unknown,
Carl Rank
A LITTLE PLEADER—"Crowded Out", by Rosalie M. Jonas,
Jeannette Jones
THE LITTLE BOY WHO WAS "CROWDED OUT".....Samuel Kessler
THE ANSWER TO "WHAT IS CHRISTMAS?"..... { Several Children
Knowledge
OLD BOHEMIAN CAROL—Come, All Ye Shepherds....Selected Chorus
CHRISTMAS BELLS

CAROL (Adam Geibel).....By the School

RECITATION (Lewis S. Mills)..... { Russel Webber
John Young
Abraham Weiner
Francis Carroll
Arthur Lichtenwalner

DRILL AND TABLEAU

Anna Drissel
Grace Row
Beatrice Sechler
Ruth Williams
Mary Frederick

Grace Burnett
Margaret Hayes
Katherine Tasch
Margaret McHugh
Irma Rutherford
Mildred Saville

Eva Rose
Ruth Turner
Violet Epstein
Anna Ochs
Helen Moyer

RECITAL

By Pupils of

THE PENNSYLVANIA SCHOOL FOR THE BLIND

AT THE SCHOOL

Tuesday Evening, February 15th, 1916

At 8.15 o'clock

PROGRAM

1. PIANO—Air de Ballet*Moszkowski*
WILFRED M. CROSS
2. PIANO—Gavotte in B flat.....*Handel*
GENEVIEVE KELLY
3. VOCAL—King Charles*White*
KENNETH W. PERRY
4. PIANO—Air de Ballet*Chaminade*
PEARL BROWN
5. PIANO—La Fileuse*Behr*
CHARLES G. GANTZ
6. VOCAL—Mother Machree*Ball*
LOUIS BOCELLA
7. PIANO—Snowbells*Behr*
GRACE M. ROW
8. ORGAN—Offertoire*Salome*
ALLYN M. BRADFORD
9. VOCAL—
a. Boat Song*Ware*
b. His Lullaby*Bond*
ROSE H. STAUB
10. PIANO—Concerto in B flat*Mozart*
M. LUCILE MAHAN
11. PIANO—Prelude*Grieg*
HARRY C. HARTMAN
12. VOCAL—A Little Dutch Garden.....*Mawson-Marks*
FRANCES M. KELLERT
13. PIANO—
a. Humoreske*Sternberg*
b. Valse Poetique*Friml*
ROSE H. STAUB
14. PIANO—
a. Spring Morning*Klein*
b. Chasseresse*Sternberg*
BESSIE E. KULP
15. PIANO—
a. La Fileuse*Raff*
b. Grillen*Schumann*
VIRGINIA WHITAKER
16. VOCAL—A Cake Shop Window*Osborne*
FRANCES M. KELLERT GENEVIEVE KELLY
IDA M. SEARS RUTH C. WEIDERT

THE RIVALS

(A Comedy in Five Acts)

By RICHARD BRINSLEY SHERIDAN

Presented by

THE OVERBROOK ATHLETIC ASSOCIATION

At

THE SCHOOL FOR THE BLIND

OVERBROOK

Tuesday Evening, March 28, 1916

At 8.15

CAST OF CHARACTERS

SIR ANTHONY ABSOLUTE.....George Hachenburg
CAPT. JACK ABSOLUTE Monroe Copeland
FAULKLAND Paul Pierce
BOB ACRES Harry Hartman
SIR LUCIUS O'TRIGGER Allyn Bradford
FAG Ernest Ward
DAVID Ralph Wheeland
THOMAS Howard Stults
MRS. MALAPROP Percy Berninger
LYDIA LANGUISH Wilfred Cross
JULIA Herbert Merkel
LUCY David Sillman

Act I Scene 1—A Street in Bath.
 Scene 2—A Dressing-room in Mrs. Malaprop's Lodging.
Act II Scene 1—Captain Absolute's Lodging.
 Scene 2—The North Parade.
Act III Scene 1—The North Parade.
 Scene 2—Mrs. Malaprop's Lodging.
 Scene 3—Acres' Lodging.
Act IV Scene 1—Mrs. Malaprop's Lodging.
 Scene 2—The North Parade.
Act V Scene 1—Julia's Drawing-room.
 Scene 2—King's Mead Fields.

COMMITTEE

MISS WILCOX and MRS. GREAVES, *Directors of the Play.*

MISS GRIGG, *Costumes.*

MR. JENKINS, *Stage Manager.*

MR. BAUSCH, *Business Manager.*

TWENTY-FOURTH ANNUAL CONCERT

Given by the Pupils of
THE PENNSYLVANIA SCHOOL FOR THE BLIND

MISS M. LUCILE MAHAN, Soprano

And a Selected Chorus Assisted by

MRS. RUSSELL KING MILLER, Contralto

MR. PAUL VOLKMANN, Tenor

MR. FRANKLIN L. WOOD, Bass

And Members of the Philadelphia Orchestra

Under the Direction of

MR. RUSSELL KING MILLER

HORTICULTURAL HALL

Tuesday Evening, April 11, 1916

PROGRAM

- I. VAGABONDS*Eaton Fanning*

CHORUS

2. HEAR MY PRAYER*F. Mendelssohn*

MISS M. LUCILE MAHAN AND CHORUS

3. THE WATER NYMPH (Female Voices).....*Anton Rubinstein*

MRS. RUSSELL KING MILLER AND CHORUS

4. ST. JOHN'S EVE, a Dramatic Cantata.....*Frederic H. Cowen*

Nancy.....Miss M. Lucile Mahan

Margaret Mrs. Russell King Miller

The Young Squire.....Mr. Paul Volkmann

Robert.....Mr. Franklin L. Wood

CHORUS OF VILLAGERS

SECOND ANNUAL CONTEST
OF THE
GIRLS' GYMNASIUM CLASSES

OF
THE PENNSYLVANIA INSTITUTION FOR THE
INSTRUCTION OF THE BLIND
OVERBROOK, PHILADELPHIA

Saturday, May 6th, 1916, at 10 A. M.

PROGRAM

CALISTHENICS

1. Marching Senior Class
2. Dumb-bell Drill Intermediate Class
3. Swedish Movements Senior Class
4. Marching and Wand Drill Junior Class
5. Indian Club Drill Senior Class

APPARATUS

1. Rope Climbing Junior Class
2. Window Ladder Intermediate Class
3. Stall-bars Senior Class

FOLK AND AESTHETIC DANCING

1. *a.* Come Little Partner } Junior Class
b. Swedish Mountain March }
2. *a.* Sweet Kate } Intermediate Class
b. Gathering Peascods }
3. *a.* Trallen } Senior Class
b. Highland Schottische }
4. Aesthetic Dance.

JUDGES

MISS IDA A. NESS, Miss Sayward's School, Overbrook
MISS EVA E. LINN, Hanna School, Philadelphia
MISS ISABEL SMALL, South Philadelphia High School for Girls
MISS CHARLOTTE WHITTEMORE, Pennsylvania Institution for the Deaf
and Dumb, Mt. Airy, Pa.

SIXTEENTH ANNUAL ENTERTAINMENT

OF THE

YOUNG SINGERS' GLEE CLUB

In the Auditorium of
THE SCHOOL FOR THE BLIND
OVERBROOK

Friday Evening, May 12th, at 8.15

PROGRAM

PART I

1. CHORUS—Greetings to Spring.....*Strauss*
THE CLUB
2. RECITATION—Sister's Best Feller.
JOHN YOUNG
3. SOPRANO SOLO—Tommy's Troubles*Ashford*
ROSS ELDER
4. OLD GERMAN SONG—Johnny Schmoker.
THE CLUB
5. CRADLE SONG—Mrs. Winslow's Soothing Syrup.....*Harrington*
DOUBLE QUARTET
6. RECITATION—Uncle Josh.
RALPH WOLFGANG
7. ITALIAN CHORUS—Oh, Italia, Italia, Beloved*Donizetti*
THE CLUB
8. MUSICAL FROLIC—A Merry Sleighride Party.....*Chwatal*
ALLYN BRADFORD AND HARRY HARTMAN AT THE PIANO
9. SOPRANO SOLO—The Naughty Little Clock.....*De Koven*
HARRY DITZLER

PART II

MINSTREL SHOW

<i>Bones</i>	<i>Interlocutor</i>	<i>Tambos</i>
Harold Howard	J. P. Bausch	George Hachenburg
Wilfred Cross		Paul Pierce
Blackbird Chatter		{ Carl Rank Ralph Miller
Opening Chorus		The Club
Hallucinations	George Hachenburg	
Dar I Long to Be Again.....	Kenneth Perry	
Are You from Dixie	James Livingston	
Kingdom Coming	The Club	

Down Where the Watermelon Grows.....	Harold Howard
When I Get Back to the U. S. A.....	Louis Bocella
Constantly	George Hachenburg
Gems from "The Mikado".....	The Club
Closing Chorus	The Club

OFFICERS

GEORGE HACHENBURG, President
 ALLYN BRADFORD, PAUL PIERCE, Secretaries
 J. P. BAUSCH, Director
 HARRY HARTMAN, Accompanist
 E. K. JENKINS, Treasurer

CHORUS

SOPRANOS—William Davis, Harry Ditzler, Ross Elder, Edward Marcu,
 Carl Rank, Carroll Saville, Russel Webber, John Young.
 ALTOS—Ralph Miller, Harry Riley, Abraham Weiner.
 BASSES—Percy Berninger, Monroe Copeland, George Hachenburg,
 Kenneth Perry, Paul Pierce, William Taylor.
 TENORS—Louis Bocella, Allyn Bradford, Wilfred Cross, Corson Hull,
 James Livingston.

ATHLETIC CONTEST

between

THE SCHOOL FOR THE BLIND, OVERBROOK

and the

OVERBROOK BOYS' CLUB

Saturday, May 13, 1916, at 2 P. M.

EVENTS

1. Standing broad jump

Won by ROBERT BURRITT. Distance, 9 ft. 6 in.

Second, JAMES MONROE COPELAND. Distance, 9 ft. 3 in.

Third, WILLIAM WILLSON. Distance, 8 ft. 11½ in.

2. Fifty-yard dash

Won by WILFRED CROSS. Time, 5 3-5 sec.

Second, WILLIAM WEED. Time, 5 4-5 sec.

Third, JAMES MONROE COPELAND. Time, 5 4-5 sec.

3. Three broad jumps

Won by ROBERT BURRITT. Distance, 30 ft. 6 in.

Second, JAMES MONROE COPELAND. Distance, 29 ft. ½ in.

Third, WILLIAM WILLSON. Distance, 28 ft. 4 in.

4. One hundred yard dash

Won by WILLIAM WEED. Time, 10 9-10 sec.

Second, JAMES MONROE COPELAND. Time, 11 sec.

Third, JOHN RICE. Time, 11 4-5 sec.

5. Hop, step and jump

Won by ROBERT BURRITT. Distance, 26 ft. 2 in.

Second, WILLIAM WILLSON. Distance, 24 ft. 5 in.

Third, HERBERT HARTUNG. Distance, 24 ft.

6. Shot put

Won by FRANK DOOLEY. Distance, 41 ft.

Second, HERBERT HARTUNG. Distance, 40 ft. 5 in.

Third, ROBERT BURRITT. Distance, 38 ft. 6 in.

7. High jump

Won by ROBERT BURRITT. Distance, 4 ft. 5½ in.

Second, JAMES MONROE COPELAND. Distance, 4 ft. 4½ in.

Third, ERNEST WARD. Distance, 4 ft. 1 in.

NINTH ANNUAL ATHLETIC CONTEST

of

AMERICAN SCHOOLS FOR THE BLIND

Held under the auspices of the
National Athletic Association of Schools for the Blind

Athletic Field

SCHOOL FOR THE BLIND, OVERBROOK, PA.

Friday, May 19, 1916, 2 P. M.

The boys are entered in the several classes according to their weight.

CLASS A

140 pounds or over

EVENTS

1. Standing broad jump

Won by CHARLES PIERCE. Distance, 8 ft. 5 in.

Second, KENNETH PERRY. Distance, 8 ft. $\frac{1}{2}$ in.

Third, LEROY BICKEL } Tied Distance, 7 ft. $8\frac{1}{2}$ in.
GEORGE HACHENBURG }

2. Sixteen foot rope climb

Won by KENNETH PERRY. Time, 3 3-5 sec.

Second, GEORGE HACHENBURG. Time, 5 2-5 sec.

Third, CHARLES PIERCE. Time, 6 sec.

3. Hop, step and jump

Won by CHARLES PIERCE. Distance, 21 ft. 4 in.

Second, KENNETH PERRY. Distance, 20 ft. 9 in.

Third, BENJAMIN SOBEL. Distance, 19 ft. 5 in.

4. Seventy-five yard dash

Won by CHARLES PIERCE. Time, 9 1-5 sec.

Second, GEORGE HACHENBURG. Time, 9 4-5 sec.

Third, LEROY BICKEL. Time, 10 sec.

CLASS B

125 to 139 pounds, inclusive

1. Standing broad jump

Won by WILFRED CROSS. Distance, 9 ft. $3\frac{1}{4}$ in.

Second, JAMES MONROE COPELAND. Distance, 9 ft. $2\frac{3}{4}$ in.

Third, WILLIAM WILLSON. Distance, 9 ft. $\frac{1}{2}$ in.

2. Sixteen foot rope climb

Won by JAMES MONROE COPELAND. Time, 3 sec.

Second, WILFRED CROSS. Time, 3 1-5 sec.

Third, ERNEST WARD. Time, 4 sec.

3. Three standing broad jumps

Won by JAMES MONROE COPELAND. Distance, 28 ft. $5\frac{3}{4}$ in.

Second, WILLIAM WILLSON. Distance, 27 ft. 11 in.

Third, ERNEST WARD. Distance, 27 ft. 8 in.

4. Sixty yard dash

Won by JAMES MONROE COPELAND. Time, 6 3-5 sec.

Second, WILFRED CROSS } Tied Time, 7 sec.
 ERNEST WARD }

Third, WILLIAM WILLSON. Time, 7 3-5 sec.

CLASS C

110 to 124 pounds, inclusive

1. Standing broad jump

Won by JAMES LIVINGSTON. Distance, 8 ft. 1 in.

Second, EDWARD BRINER. Distance, 7 ft. 10½ in.

Third, EDWARD BROWN. Distance, 7 ft. 9½ in.

2. Three consecutive standing broad jumps

Won by EDWARD BROWN. Distance, 24 ft. 1½ in.

Second, WENZEL MATCHEY. Distance, 24 ft. ½ in.

Third, EDWARD BRINER. Distance, 23 ft. 3 in.

3. Fifty yard dash

Won by JAMES LIVINGSTON. Time, 6 3-5 sec.

Second, WENZEL MATCHEY. Time, 6 4-5 sec.

Third, ALVIN HUBER } Tied Time, 7 sec.
 WILLIAM TAYLOR }

CLASS D

90 to 109 pounds, inclusive

1. Standing broad jump

Won by HERBERT MERKEL. Distance, 8 ft. 3½ in.

Second, PAUL PIERCE. Distance, 8 ft. 1 in.

Third, JOHN BURTH. Distance, 7 ft. 9 in.

2. Basketball throw

Won by JOHN BURTH. Distance, 48 ft. 6 in.

Second, PAUL PIERCE. Distance, 45 ft. 10 in.

Third, LYLE HARMAN. Distance, 45 ft. 6 in.

3. Forty-five yard dash

Won by RAYMOND MUNIS. Time, 6 sec.

Second, JOHN BURTH. Time, 6 1-5 sec.

Third, HERBERT MERKEL. Time, 6 2-5 sec.

CLASS E

Under 90 pounds

1. Standing broad jump

Won by HARRY DITZLER. Distance, 7 ft. 2 in.

Second, AMOS WOLF. Distance, 7 ft.

Third, EDWARD MARCU. Distance, 6 ft. 8 in.

2. Forty yard dash

Won by HARRY DITZLER. Time, 6 sec.

Second, WILLIAM DAVIS } Tied Time, 6 1-5 sec.
 JOHN ZAZIMBOWSKI }

Third, EDWARD MARCU. Time, 6 2-5 sec.

Winner of the Judge Martin Cup, JAMES MONROE COPELAND, 20 points.

RECITAL

By Pupils of
THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

AT THE SCHOOL
Wednesday Evening, May 31st, 1916
At Eight o'clock

PROGRAM

PIANO—Fantasie	Mozart
FLORENCE M. HÜTTNER	
PIANO—Serenade Florentine	Godard
WILLIE FAY LINN	
SONG—Who'll Buy My Lavender	German
FRANCES M. KELLERT	
PIANO—	
a. The Two Larks	Leschetitzki
b. Prelude	Chopin
ALLYN M. BRADFORD	
PIANO—Forest Mood	Sternberg
MARION C. BURROWS	
PIANO—Dance Caprice	Grieg
MARY MACDONALD	
SONG—Mother Machree	Macmurrough
LOUIS BOCELLA	
PIANO—Sonata (First Movement)	Grieg
BESSIE E. KULP	
CHORUS—The Angel	Rubinstein
GIRLS' CHORUS	
ORGAN—Allegretto in B minor	Guilmant
HERBERT L. Y. MERKEL	
PIANO—	
a. Nocturne	Chopin
b. The Nightingale	Liszt
VIRGINIA WHITAKER	
SONGS—	
a. In the Time of Roses.....	Reichard
b. The Little Pink Rose	Bond
MARY I. RODDY	
PIANO—Minuet	Boccherini
HARRY M. DITZLER	
PIANO—Murmuring Zephyrs	Jensen
WILFRED M. CROSS	
SONG—Love's Echo	Newton
PEARL BROWN	
PIANO—Aufschwung	Schumann
HARRY C. HARTMAN	
SONG—Aria from "Der Freischuetz".....	Weber
M. LUCILE MAHAN	
CHORUSES—	
a. Who is Sylvia	Schubert
b. Fairy Song	Zimmerman
SELECTED CHORUS	

RECITAL

By Junior Pupils in Music of

THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

AT THE SCHOOL

Tuesday Evening, June 6th, 1916
At Eight o'clock

PROGRAM

SONG—Summer is Coming*Bacon*
JUNIOR CHORUS

FIRST YEAR PUPILS

PIANO TRIO—Pell Mell Galop.....*Lerman*
BEATRICE J. SECHLER ANNA L. DRISSEL EVA ROSE

PIANO—Vesper Bells*Barth*
ROSE MAIDA

PIANO—
a. "I Think So, Too"*Dutton*
b. Roundelay*Dutton*
SAMUEL KESSLER

PIANO—"Sleep, Little Pigeon"*Cramm*
BEATRICE J. SECHLER

PIANO—Daisy Chains*Spaulding*
ANNA L. DRISSEL

PIANO—Peep O'Day*Orth*
ANGELINA TELESKO

SONGS—
a. Rowing Song*Italian*
b. Birds' Duet*Spanish*
c. Sleep, Baby, Sleep*German*
JUNIOR CHORUS

PIANO QUARTET—Vienna Waltz*Gurlitt*
MILDRED CAREY CATHERINE SAVILLE
VALIERI GURTOWSKA ANNA M. OCHS

PIANO—Hunting Song*Davies*
MILDRED CAREY

PIANO—The Juggler*Harris*
IRMA RUTHERFORD

PIANO—The Marionettes	<i>Combs</i>
BIRDELLA R. BIEHL	
PIANO—Polish Dance	<i>Thome</i>
WENZEL MATCHEY	
PIANO DUO—Turkish March	<i>Mosart</i>
RUTH C. TURNER	IDA MAY SEARS
SONGS—	
a. The Wind	<i>Allen</i>
b. A Cake Shop Romance.....	<i>Osborne</i>
JUNIOR CHORUS	
PIANO—The Royal Hunt	<i>Holzcell</i>
LOUISE M. HESS	
PIANO—	
a. Impromptu	<i>Moszkowski</i>
b. Scherzino	<i>Scharwenka</i>
IDA MAY SEARS	
PIANO—Cradle Song	<i>Pierne</i>
RUTH C. TURNER	
PIANO QUARTET—Village Rondo	<i>Dennee</i>
LOUISE M. HESS	IRMA RUTHERFORD
HELEN I. SMITH	BIRDELLA R. BIEHL
SONG—The Sailors	<i>Sawyer</i>
JUNIOR CHORUS	

DECLAMATION CONTEST

BY MEMBERS OF THE GIRLS' SCHOOL

Given at

THE PENNSYLVANIA SCHOOL FOR THE BLIND
OVERBROOK

Thursday Evening, June 8th, 1916, at 8.15

PROGRAM

Aunt Polly's George Washington.....*Anonymous*

PEARL P. BROWN

The King's Pardon*Maud W. Goodwin*

LILLIAN M. HINKEL

When Ma Rodgers Broke Loose.....*Helen B. Brodersen*

FRANCES M. KELLERT

Mrs. Holzapple's Convictions*Helen R. Martin*

KATHERINE LENORE WATTS

The Lost Word.....*Henry Van Dyke*

VIRGINIA WHITAKER

A Little Pioneer*Philip V. Mighels*

MARION C. BURROWS

Ole Mistis*John T. Moore*

M. LUCILE MAHAN

JUDGES

MISS LOUISE DE GINTHER

MRS. SYLVESTER J. DEEHAN

MR. FRANK D. BAUGHER

First Prize: FRANCES M. KELLERT

Second Prize: MARION C. BURROWS

Honorable Mention: M. LUCILE MAHAN



THE HAPOVGI CAMP FIRE GIRLS OF AMERICA (HAP-py OV-erbrook GI-rls)
On the occasion of a visit to the school by Dr. Charles A. Eastman

OVERBROOK DAY

Given for the

Alumnae Association of the Girls' High and Normal Schools
OF THE CITY OF PHILADELPHIA

And Other Guests at the

PENNSYLVANIA INSTITUTION FOR THE
INSTRUCTION OF THE BLIND
OVERBROOK, PA.

Saturday Afternoon, June 10th, 1916
From 2.30 to 5.30

INSPECTION OF PUPILS AT WORK IN THE CLASS ROOMS TWO-THIRTY TO THREE-THIRTY

GIRLS' SCHOOL

GRADE II. Reading Writing Geography Drawing	GRADE VI. Physical Geography Latin Reading	SPECIAL GRADE with pupil teacher Reading Writing Number Work
GRADE III. Physiology Arithmetic Geography	GRADE VII. History Civics Algebra	INDUSTRIES Hammock Making Sloyd Caning Carpet and Rug Weaving Knitting Crocheting Sewing Machine Sewing Basketry
GRADE IV. History Grammar Form Work Writing Arithmetic	GRADE VIII. Latin	
GRADE V. Arithmetic Reading Geography Form Work	GRADE IX. Geometry	
	ADVANCED GRADE Typewriting Braille Writer Dictaphone	DOMESTIC SCIENCE Room open for in- spection.

BOYS' SCHOOL

GRADE III. Reading Writing Geography Arithmetic	GRADE VI. Reading Physiology—First aid to the injured	SPECIAL GRADE Reading Writing Arithmetic Grammar Geography
GRADE IV. Reading Geography Modeling	GRADES VII, VIII, IX. Algebra Geometry Typewriting—Illus- trating business forms	INDUSTRIES Sloyd Caning Broom-making Carpet and rug weaving Piano tuning
GRADE V. Reading Geography Arithmetic		

IN THE AUDITORIUM

THREE-THIRTY TO FOUR-TEN

- GLEE—Greetings to Spring.....*Strauss*
BOYS' GLEE CLUB
- RECITATION—The Boy Who Never Told a Lie.....*Anonymous*
HARRY F. RUSH
- CHORUS—The Angel*Rubinstein*
GIRLS' CHORUS
- RECITATION—The Wind and the Moon.....*Macdonald*
ANGELINA TELESKO
- CHORUS—The Cuckoo Song.....*Arne*
JUNIOR CHORUS
- CHORUS—Who is Sylvia?.....*Schubert*
SELECTED CHORUS
- DRAMATIC READINGS*Shakespeare*
Rosalind.....*VERONICA MAZICHA*
Juliet*AGNES S. LOCUSON*
Ophelia.....*MARY I. RODDY*
Desdemona.....*RUTH C. WEIDERT*
Portia.....*MARGARET E. B. ALLEN*
- CHORUS—Fairy Song*Zimmerman*
SELECTED CHORUS
- CHORUS—Hear My Prayer*Mendelssohn*
SELECTED CHORUS
-

ON THE BOYS' GREEN AND IN THE ATHLETIC FIELD

FOUR-TEN TO FOUR-FORTY

Play, games, and athletic sports. Inspection of school gardens.

FOLK DANCES ON THE GIRLS' GREEN

FOUR-FORTY TO FIVE-TEN

- | | |
|---------------------------|----------------------------------|
| Trallen (Swedish) | Come Little Partner |
| Sweet Kate (Old English) | Gathering Peascods (Old English) |
| Swedish Mountain March | The Black Nag (Old English) |
| How Do You Do, My Partner | Dance of the Seasons |

SWIMMING POOL AND BOWLING ALLEY

SWIMMING AND BOWLING (BOYS)

FIVE-TEN TO FIVE-THIRTY

Camp Fire Girls and Boy Scouts are acting as guides. The Boy Scouts Bugle Corps will indicate the location of the several events in their order. Follow the bugle calls.

RECITAL

BY

MISS M. LUCILE MAHAN

AND

MISS ROSE H. STAUB

Graduating from the Music Department of

THE PENNSYLVANIA SCHOOL FOR THE BLIND

AT THE SCHOOL

Wednesday Evening, June 14th, 1916

At 8.15

PROGRAM

PIANO—Prelude and Allemande*Bach*

ROSE H. STAUB

SONGS—

a. The Star*Rogers*

b. Orpheus With His Lute.....*Sullivan*

c. Spring*Hildach*

M. LUCILE MAHAN

PIANO—

a. Barcarolle*Rubinstein*

b. Novelette*Madowell*

ROSE H. STAUB

PIANO—Concerto in B flat.....*Mozart*

M. LUCILE MAHAN

ORGAN—

a. Cantilene*Rousseau*

b. Scherzo*Rousseau*

ROSE H. STAUB

ARIA—Miriam's Song of Triumph.....*Reinecke*

M. LUCILE MAHAN

PIANO—Concertstueck*Weber*

ROSE H. STAUB

PIANO—

a. Three Poetic Tone Pictures.....*Grieg*

b. Impromptu in F sharp.....*Chopin*

M. LUCILE MAHAN

GRADUATION EXERCISES OF THE 84TH YEAR

Tuesday Morning, June 20th, 1916

At Ten-thirty

PROGRAM

ORGAN—Marche Pontificale*Lemmens*

HARRY CALVIN HARTMAN

DRAMA—The Court Scene from "The Heralds of the Dawn,"
William Watson

Time—The Morrow of Antiquity

CAST OF CHARACTERS

THE KING OF IDEONIA.....George Hachenburg

PRINCE HESPERUS, his son.....James Monroe Copeland

PETRUS, a Judge.....Wilfred M. Cross

ABBO OF THE WOODS.....Kenneth Wesley Perry

ZORAYA, a Soothsayer.....Robert Early Pruitt

QUEEN ADALIND.....Percy E. Berninger

VENORA.....Alvin John Huber

PIANO—

a. Barcarolle*Rubinstein*

b. Novellette*Macdowell*

ROSE HILDAGARDE STAUB

ESSAY—The Commercial Development of Western Canada

FRANCES MURIEL KELLERT

VOCAL—Aria from "Der Freischuetz"*Weber*

MARTHA LUCILE MAHAN

RECITATION—A Plea for Peace (an original poem).....*Paul L. Pierce*

RECITATION—A Legend of Service.....*Van Dyke*

AGNES L. LOCUSON

CHORUS—Bring Branches and Blossoms.....*Cowen*

PRESENTATION OF DIPLOMAS AND AWARD OF PRIZES

By JOHN CADWALADER, ESQ., President

ALUMNAE SONG—Alma Mater

Words by AMY K. HALFPENNY, Class of 1904

Music by SOPHIA JOSEPHINE GRABOWSKI, Class of 1908

THE ALUMNAE

Auld Lang Syne

THE SCHOOL

*Graduates of the Class of 1916, with Titles of
Graduation Essays:*

FRANCES MURIEL KELLERT,	The Commercial Development of Western Canada
AGNES S. LOCUSON.....	The Life of Mercy Warren
PERCY E. BERNINGER.....	Salesmanship
JAMES MONROE COPELAND.....	Physical Culture
WILFRED M. CROSS.....	Self-Government
GEORGE HACHENBURG.....	War. Why?
ALVIN JOHN HUBER.....	Personal Efficiency
PAUL L. PIERCE.....	Poem: A Plea for Peace
ROBERT EARLY PRUITT.....	Da Ching: A Historical Sketch

Class Motto:
Seek True Friendship

Class Colors:
Red and White

Pupils receiving the Diploma in Music:

MARTHA LUCILE MAHAN
EDYTHE HOLMES MORRIS, Class of 1915
ROSE HILDAGARDE STAUB, Class of 1915

Pupils receiving the Diploma in Piano Tuning:

GERALD JOSEPH HAGGERTY, Class of 1915
HARRY CALVIN HARTMAN, Class of 1912
KENNETH WESLEY PERRY, Class of 1915

*Graduating Pupils receiving the J. Francis Fisher
Prize for Scholarship:*

AGNES S. LOCUSON JAMES MONROE COPELAND

*Pupil Receiving the J. B. Hammond Special Prize—
A Typewriter to the Successful Pupil in the Annual Contest
in Typewriting:*

JOSEPH HADJEHLI

*Pupils receiving the Harrison Prize for Patience, Assiduity,
and Sustained Effort in the Industrial Department:*

AGNES S. LOCUSON NORMAN H. HOFFMAN

LIST OF PUBLICATIONS IN AMERICAN BRAILLE.*

(Stereotyped by various schools and societies from February 1, 1916, to February 1, 1917. Lists of publications previous to February 1, 1916, will be mailed upon application.)

Explanation of Abbreviations and Signs.

Letters indicate the schools and societies by which the books have been embossed:

- "A"—American Printing House for the Blind, Louisville, Ky.
- "B"—Perkins Institution and Massachusetts School for the Blind, Watertown, Mass.
- "C"—Public School Classes, Chicago, Ill. John B. Curtis, Supervisor.
- "Cl"—Public School Classes, Cleveland, Ohio. Robert B. Irwin, Supervisor.
- "G"—School for the Blind, Gary, South Dakota.
- "J"—School for the Blind, Jacksonville, Ill.
- "L"—School for the Blind, Lansing, Mich.
- "M"—Public School Classes, Milwaukee, Wis. Miss Carrie B. Levy, Instructor.
- "N. Y."—Public School Classes, New York City, N. Y. Miss Frances E. Moscrip, Inspector of Classes for the Blind.
- "O"—Pennsylvania Institution for the Instruction of the Blind, Overbrook, Pa.
- "P"—Western Pennsylvania Institution for the Blind, Pittsburgh, Pa.
- "R"—Public School Classes, Racine, Wis. Miss Catharine M. Light, Instructor.
- "S"—School for the Blind, St. Louis, Mo.
- "X"—Xavier Braille Publication Society for the Blind, Chicago, Ill.

SERIES OF CLASSICS EMBOSSED, AND PUBLISHERS.

- "E. E. C." Eclectic English Classics—American Book Co.
- "R. L. S." Riverside Literature Series—Houghton, Mifflin & Co.
- "C. for C." Classics for Children—Ginn & Co.
- "S. E. C." Standard English Classics—Ginn & Co.
- "H. C. R." Historic Classic Readings—Effingham, Maynard & Co.

Three sizes of plates are in common use: "L", large (12½x9½ in.); "M", medium (10½x8¾ in.); and "S", small (9½x5¾ in.)

Figures indicate the number of volumes; "p" pamphlet; "ps" pamphlets; "l" leaflet. A volume contains over 40 pages; a pamphlet not less than 15 or more than 40 pages; a leaflet less than 15 pages.

Books marked thus (*) are printed with contractions; books marked thus (‡) are printed with and without contractions; all others are printed with full spelling. Books marked thus (°) are interpointed.

The plates of all books marked thus (†) are at the American Printing House for the Blind, Louisville, Ky., whence books are obtainable. Plates of all books not so marked are retained by the schools and societies by which they were embossed.

NOTE.—The information concerning the titles in this list was supplied by the organizations that have embossed the various books. It has been secured only with considerable labor and correspondence. It is not probable that all the information is entirely correct; as errors are discovered we shall appreciate it if they are called to our attention.

NOTE.—BRAILLE MUSIC.—We do not emboss music, which is embossed in considerable quantities at Watertown and Jacksonville. For information, address Director Edward E. Allen, Perkins Institution and Massachusetts School for the Blind, Watertown, Mass., and Supt. H. C. Montgomery, Illinois School for the Blind, Jacksonville, Ill.

* Between 1895 and 1909 the complete list of titles in American Braille appeared in each annual report. Since 1909 there have been included in the annual report only the titles of those books and pamphlets that have been embossed during the current year.

	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
Religion					
Hymns, selected from the Presbyterian and Service hymnals; music compiled by Russell King Miller (in press).....	O	1916	S		1
*Otten, Bernard, S.J., and Herder, B. Why should I believe?.....	X	1916		85	1
*Remler, T.J. Our treasure in heaven, or supernatural merit.....	X	1916	S	137	2
*Rickaby, Joseph, S.J. Four-square, or the cardinal virtues.....	X	1916	S	119	1
*White, Mrs. E.G. The lives of the apostles in the early Christian church.....	A	1916	L	935	8
Sociology					
†*Young, James T. The new American government and its work. Macmillan Co. Copyright 1915 (in press).....	O	1916	L		
Education					
†Allen, Edward E. Progress in education of the blind; reprinted from the report of the Commissioner of Education for the year ending June 30, 1915.....	O	1916	S	35	p
†*Burritt, O.H. New opportunities for blind children before entering school.....	O	1916	S	29	p
Business papers	N. Y.	1916	M		
†*Conway, Thomas Jr., and Patterson, Ernest M. Federal reserve act; from The operation of the new bank act. J. B. Lippincott. Copyright 1914	O	1916	S	105	1
†*Halfpenny, Amy K. Helps for the mother of a blind child; from the <i>Outlook for the blind</i> , April 1914	O	1916	S	27	p
International Morse alphabet.....	O	1916	S	1	
Lewis, Jessie. Key to shorthand in American Braille	O	1916	S	21	p
Language					
<i>English</i>					
*Elson, Wm. H. and Keck, Christine. Elson grammar school reader, book 2; Scott, Foresman & Co., 1910.....	L	1916	L	492	5
*Henry, Walter L. and Hix, Melvin. The Horace Mann reader, first year; Longmans, Green & Co., 1911.....	L	1916	M	152	2
<i>German</i>					
†Gerstacker, Friedrich. Der Wilddieb; with notes. Walter R. Myers, Ph.D. editor; D. C. Heath & Co., Copyright 1915.....	O	1916	L	127	1
†Sudermann, Hermann. Teja; with notes; Clyde R. Ford, Ph.D.; D. C. Heath & Co., Copyright 1916	O	1916	S	99	1

	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
<i>French</i>					
Brooks, Maro S. Chardenal's complete French course; new edition revised and rewritten; Allyn & Bacon; Copyright 1917.....	N. Y.	1916	S	968	19
† Corneille, Pierre. Horace. (Tragedie); notes by Stanley L. Galpin; Henry Holt & Co., Copyright 1917	O	1916	L	79	1
† Racine, Jean. Phèdre; with notes by Irving Babbitt; D. C. Heath & Co., Copyright 1910.	O	1916	L	79	1
Théâtre (Bajazet)—selections; Publiée sous la direction de Emile Faguet; Nelson, éditeurs, 189 Rue Saint-Jacques, Loudres, Edinburg, New York (in press)....	O	1916	L		
<i>Latin</i>					
Cicero. The pardon of Marcellus; from Select orations of Cicero; edited by J. H. and W. F. Allen, and J. B. Greenough.....	O	1916	S	31	p
† Livy; selection from books I, XXI, XXII; with notes; editor J. H. Westcott; Allyn & Bacon; Copyright 1904	O	1916	L	264	2
† Pliny. Selected letters; Allyn & Bacon; Copyright 1898	O	1916	L	140	1
Smith, M.L. Latin lessons; Allyn & Bacon; Copyright 1913	N. Y.	1916	M	727	15
† Virgil. Bucolics: The Eclogues. Georgic No. IV.	O	1917	S	117	1
<i>Useful Arts</i>					
† Cook, Sally R.; compiled: Western Pennsylvania Institution for the Blind, Cook book..	P	1916	M	58	1
<i>Musical Literature</i>					
Miller, Russell King. Musical terms.....	O	1916	S	41	1
<i>Literature</i>					
Mackay, Constance D'Arcy. The silver threads (a Cornish folk-play in three acts) (abridged) Henry Holt & Co., Copyright 1910.....	N. Y.	1916	M	50	1
<i>Fiction</i>					
† Andrews, Mrs. M.R.S. The three things. Little, Brown & Co.....	O	1916	S	95	1
Old glory	Cl.	1916	M	128	
* Blackmore, R.D. Lorna Doone; (in press)....	A	1916	L		
Brave men of long ago, and other stories....	Cl.	1916	M	71	1
Christmas ship, and other stories.....	Cl.	1916	M	63	1
Chusey, and other stories.....	Cl.	1916	M	51	1
Cooper, and the wolves, and other stories....	Cl.	1916	M	164	
Eaton, Walter Prichard. The bird-house man (in press).....	Cl.	1916	M		
* Finn, Francis, S.J. Tom play-fair.....	X	1916	L	232	2
Hay, Ian. Scally, and other stories.....	Cl.	1916	M	70	1
† Johnston, Emma L. and Barnum, Madalene B. A book of plays for little actors.....	O	1916	S	158	2
Kindling fire, and other stories.....	Cl.	1916	M	56	1

	Where embossed	Year embossed	Size of plate	Number of pages	Number of volumes
King and the miller of Mansfield, and other stories	Cl.	1916	M	64	1
Man with the copper hand , and other stories..	Cl.	1916	M	65	1
Mueller, Sara Savage. Peter; with the laughter of Leen, by Conrad Ritchie.....	O	1916	S	50	1
Olmstead, Florence. Father Bernard's parish and other stories.....	Cl.	1916	M	398	
Page, Thomas Nelson. Tommy Trot's visit to Santa Claus and other stories.....	Cl.	1916	M	97	
Queen bee , and other stories.....	Cl.	1916	M	71	
Quick running squash , and other stories.....	Cl.	1916	M	59	1
Rice, Alice Hegan. Betty's best Christmas....	O	1916	S	40	p
Richmond, Grace S. Brotherly house.....	P	1916	M	52	1
Singmaster, Elsie. Emmeline, and other stories	Cl.	1916	M	119	
† Skinner, Ada M. Dramatic stories for reading and acting	O	1916	L	131	1
True history of a drum, and other stories....	Cl.	1916	M	67	1
Who likes the rain , and other stories.....	Cl.	1916	M	74	1
Why the evergreen trees never lose their leaves, and other stories.....	Cl.	1916	M	23	p
Wild night at Wood River, and other stories..	Cl.	1916	M	78	1
Williams, Ben Ames. Thanksgiving snow shoes	O	1916	S	35	p
† *Wilson, A.D. and Wilson, E.W. Agriculture for young folks (in press).....	A	1916	L		

Poetry

*Tabb, John B. Lyrics.....	X	1916	S	35	p
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History

† Putnam, George Haven. Prisoners of war....	O	1916	S	37	p
Robinson, James Harvey. History of western Europe; chapters I, II, III; (no more of this to be embossed).....	C	1916	M	764	15
Webster, Hutton, Ph.D. Ancient history; D. C. Heath & Co., 1913; (completed).....	C	1916	M	1251	21
† *Wilson, Woodrow, Ph.D. President of the United States—A history of the American people; Harper & Brothers; Copyright 1902.	A	1916	L	1386	12

Biography

*Joan of Arc. Antony, C.M. <i>Blessed Joan of Arc</i>	X	1916	L	101	1
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AMERICAN BRAILLE.

To write on a Braille tablet begin at the right ; to read, reverse the sheet and begin at the left. In either case the six points $\begin{pmatrix} \cdot & \cdot & \cdot \\ \cdot & \cdot & \cdot \end{pmatrix}$ of which the characters are formed, are numbered from the top, 1, 2, 3, for the first vertical row, and 4, 5, 6, for the second.

ALPHABET.

a	b	c	d	e	f	g	h	i	j	k	l	m
$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$
n	o	p	q	r	s	t	u	v	w	x	y	z
$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$

To capitalize a letter prefix to it points 3 and 6 $\begin{pmatrix} \cdot & \cdot \\ \cdot & \cdot \end{pmatrix}$.

MARKS OF PUNCTUATION.

,	;	:	.	?	!	—	(	)	'	-
$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$
“ ” ‘ ’										
$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$										

The apostrophe is point 4. The other marks, except the exclamation, are formed of points 2, 3, 5 and 6.

When two or more initial letters requiring the capital sign occur together, the space which separates words may be omitted ; the period which follows the first letter then becomes also the prefix, or capital sign, for the next ; thus, $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ $\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$ F. R. S.

NUMERALS.

When alone or in combination the following letters, if prefixed by the numeral sign $\begin{pmatrix} \cdot & \cdot \\ \cdot & \cdot \end{pmatrix}$, become numbers.

1	2	3	4	5	6	7	8	9	0
$\begin{smallmatrix} \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$
1	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	46	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	235	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$	$\begin{smallmatrix} \cdot & \cdot \\ \cdot & \cdot \end{smallmatrix}$

INITIAL LETTERS USED AS WORD SIGNS.

but could down from great have just know like my

not quite right should the under very will you

When the above words are parts of other words the initial letter must not be used as a representative; *e. g.* $\dot{\bullet}$ when standing alone represents "know," but "knowledge" should be written

OTHER CHARACTERS USED AS WORD AND PART WORD SIGNS.

an and ar ch ed en er for in ing

is of on or ou ow st th or tion wh or
 : : : : : : : : : :
 : : : : : : : : : :
 : : : : : : : : : :

The following characters, with one exception, are formed of points 2, 3, 5, 6. When separated from words by the omission of a cell, they are word signs, as follows:

had their to was with would

•• •• • • •• ••

•• •• • •• •• ••

The letter x $\begin{pmatrix} \cdot \\ \cdot \\ \cdot \\ \cdot \end{pmatrix}$ when standing alone is used as an asterisk.

The letter d followed by a period $\therefore$ is used as the dollar sign and should be immediately followed by the numeral sign; thus—

• • • • • \$23.75

An italicized word is indicated by the prefix of point 6 (*.*).

Lines of poetry are separated by the omission of three cells.

The capital sign preceding a contraction capitalizes only the first letter of the contraction.

The ordinary rules of grammar should be closely followed; hence correct syllabication must be observed, and a monosyllable should never be divided.

Strict conformity to general grammatical laws and the special rules preceding, are essential to a correct use of the American Braille, and the use of signs in any other way than that hereby authorized is as inelegant and incorrect as similar changes in ordinary writing.

EXAMPLE OF WRITING WITH CONTRACTIONS.

They had chos en their wor k : on e was an ar t i st ; an o th er
 ex c e ll ed in m u s i c ; and the y ou n g e st was er r and b o y
 for W . A . H o l t & C o . , 9 D a y St . , wh er e h e
 ear n ed \$ 4 . 5 0 p er w e e k . Not quite s o g i f t ed
 a s h i s b r o th er s , h e p o s s e s s ed , like th e m , a
 s a v o i r f a i r e which m a d e h i m a g r e a t f a v o r i t e
 with a l l . H e could t u i n h i s h and to an y th i n g and h i s
 m o d e r s w o u l d l i s t e n to n o s u g g e s t i o n of h i s
 e a v i n g but p r o m i s e d s p e e d y p r o m o t i o n .

BRAILLE MUSIC ALPHABET.

	C	D	E	F	G	A	B
Wholes or 16ths,							
Halves or 32ds,							
Quarters or 64ths,							
Eighths or 128ths,							
Octave signs,	1 	2 	3 	4 	5 	6 	7
Fingering signs,	1 	2 	3 	4 	5 	6 	7
Rests,							
Accidentals,							
Intervals,	2d 	3d 	4th 	5th 	6th 	7th 	8th
slur	in accord with		turn	grace note	trill		
repeat	staccato		dot	double dot			
double bar	double bar with repeat		pause	right hand m. d.		left hand m. g.	

Expression marks are represented by the abbreviations ordinarily used in music for the seeing. Characters standing for letters must be preceded by the word sign (⠠).

Provision is made in Braille for the special signs which occur in music written for violin, guitar, organ, voice, etc. For further information, consult the pamphlet published by the British and Foreign Blind Association, 33 Cambridge Square, Hyde Park, London.

MATHEMATICAL BRAILLE NOTATION.

5 • +	• • ()	• • ±	• • : (ratio.)
2 • • 5 —	• • { }	• • ∓	• • ∫
4 • ×	• • *	• 1	• •
6 •	• • []	6 •	fraction.
	• • √	• •	index.
2 • • 5	• •	• • >	• • %.
3 • • 6 ÷	• •	• •	• •
2 • • 5 2 • • 5 =	• 2	• •	• • (when alone)
	6 •	• •	varies as.
4 •	exponent.	• •	• •
• 3 over	5 •	• •	• •
	3 •	• •	factorial.
	prime, sub-literal.	• •	• • (when alone)
		• •	infinity.

The underlying principles of this notation are broad, and permit infinite combinations of the signs. By means of it the formulas of trigonometry, analytics, and calculus are easily and clearly written.

One fact must always be kept in mind in writing and reading this notation, i. e., that an active sign, as radical, exponent, factorial, index, over, or fraction, continues its activity or meaning until stopped naturally or artificially; naturally, at the end of a quantity or expression, when not followed by another quantity; artificially, by a period, and the ending root sign. This will be clearly understood from a careful study of the rules and examples.

In writing mixed numbers in arithmetic, the fraction sign is omitted, a comma separating the integer from the fraction; *e. g.*, $6\frac{1}{2}$. One numeral sign at the beginning of a mixed number or a fraction is sufficient. But in algebra the numeral sign must precede each number; *e. g.*, $6\frac{1}{2}$.

RULES.

I. The exponent sign $\left(2^{\bullet}.6\right)$ precedes literal, numero-literal, negative, fractional, and polynomial exponents, and exponents of polynomials and of enclosed monomials.

II. Numerals written in the lower two-thirds of the "Braille cell" are sub-exponents.

Numeral exponents and numeral sub-exponents preceded by the sign are read prime, second, third, etc.; sub-prime, sub-second, sub-third, etc.; sub-literal. $(_{3} \cdot ^{5})$

III. The period is used to show the end of active signs, as exponent, index, factorial, over, and fraction, or to stop their activity.

IV. Numbers preceding literal quantities are co-efficients; following, exponents.

V. A root of higher degree than the second is indicated by writing the index sign and the index before the radical; e.g., $\sqrt[n]{x^2 + y}$

VI. The fraction sign precedes all fractions, but may be omitted before numeral fractional exponents.

VII. Quantities under the radical are preceded by the beginning radical sign, and are followed by the ending radical sign.

A radical (or radicals) under a radical is indicated by doubling or tripling the inner radical (beginning and ending) signs. The single ending radical always completes the expression.

*In searching through several advanced algebras, books on calculus, trigonometry, and analytics, all the letters of the alphabet were found to be used except "j" and "o". Therefore the Braille "j" has been used here for the closing bracket.

For the figures and the numeral sign, see the first page of the "American Braille".

comma (3.).

period (3...6).

X. Letters preceded by the point 6, become Greek letters. Letters preceded by points 5, 6, are capitalized *algebraically*.

ILLUSTRATIONS.

Rules I., III., IV., VI., VIII.

Day	Number of people
Monday	1
Tuesday	3
Wednesday	2
Thursday	4
Friday	5
Saturday	6
Sunday	7

Rules I., III., IV., VI.

Rules III., IV., VI., IX.

Number of children

Frequency

Rules VI., VII., IX.

Rule VII.

[illegible]

EXAMPLES.

$$\frac{\text{Fraction}}{\cdot} \frac{\text{I}}{\cdot} \text{ over } \frac{\text{y}}{\cdot} + \frac{\text{fraction}}{\cdot} \frac{\text{I}}{\cdot} \text{ over } \frac{\text{x}}{\cdot} = \frac{\text{b}}{\cdot}$$

$$\left(X^{\frac{2}{3}} \sqrt{\left(\frac{X^{\frac{1}{3}}}{\sqrt[3]{X}} \right)^6} \right)^{\frac{1}{26}}$$

LIST OF LEGACIES AND CONTRIBUTIONS IN THE AMOUNT
OF THIRTY DOLLARS AND UPWARDS TO THE PENN-
SYLVANIA INSTITUTION FOR THE INSTRUCTION OF
THE BLIND.

The following list appears as Appendix No. VII to the Tenth
Annual Report, being that for the year 1843.

Abbott, Timothy	\$100.00	Chorley, Henry	\$30.00
Allen, Solomon	30.00	Citizens of Chester Co.	
Alsop, Richard	300.00	(per W. Darlington)...	929.26
Armstrong, Susan	30.00	Citizens of Lancaster (per	
Ashhurst, Richard	100.00	Mr. Coleman)	226.00
Astley, Thomas	130.00	Citizens of Wilmington	
Baldwin, Stephen	30.00	and New Castle	837.11
Barton, J. Rhea, M.D. ...	30.00	C. J. (per Mr. Vaughan) .	50.00
Beck, Dr.	30.00	Coleman, Mrs. Ann	1,000.00
Beck, Paul	1,100.00	Coleman, Mrs.	50.00
Becket, Henry	130.00	Coleman, E.	2,033.00
Bell, Mrs. W. J.	100.00	Coleman, William	500.00
Biddle, Edward	30.00	Cook, John	100.00
Biddle, James	30.00	Cooke, Thomas	123.08
Biddle, Nicholas	130.00	Cope, Alfred	30.00
Biddle, Thomas	130.00	Cope, Caleb	100.00
Birch, William Young ...	1,600.00	Cope, Israel	50.00
Bird, Charles	30.00	Cope, Jasper	30.00
Bird, Thomas	30.00	Cope, Thomas	300.00
Birkey, W. J. A.	30.00	Coxe, Daniel	30.00
Blight, Charles	30.00	Cromley, Samuel	100.00
Blight, George	30.00	Dawson, Josiah	30.00
Bohlen, John	130.00	Deweese, William P., M.D.	30.00
Boyd, William	30.00	Dickson, J.	200.00
Breck, Samuel	30.00	Downing, H.	30.00
Brewer, M.	30.00	Drayton, Col. William ...	300.00
Brown, Hanson & Co. ...	50.00	Drayton, Col. William ...	30.00
Brown, James	30.00	Dundas, James	50.00
Brown, James D.	780.00	Dugan, Joseph	30.00
Brown, John A.	2,100.00	Dulles, J. Heatly	100.00
Brown, M., Jr.	30.00	Dunn, Nathan	1,880.00
Brown, Mrs. S. B.	30.00	Du Ponceau, P. S.	130.00
Brown, William	130.00	Du Pont, C. J.	30.00
Bunting, J. F.	30.00	Duval, James S.	150.00
Burd, Edward	100.00	Earp, Thomas	30.00
Burd, Edward S.	100.00	Earp & Brothers	100.00
Butler, Miss	200.00	Elliott, Isaac	32.20
Butler, John	30.00	Elwyn, Alfred	30.00
Butler, Mrs. Pierce	40.00	Estlack, Thomas	30.00
Butler, Pierce	253.00	Evans, Charles D.	30.00
Butler, Thomas	130.00	Eyre & Massey	100.00
Cabot, F.	30.00	Farnum, J.	100.00
C. D. (per Mr. Vaughan)	100.00	Fassitt, Thomas	30.00
Cadwalader, T.	30.00	Fellowes, C.	50.00
Carera, Madame	100.00	Ferguson, Alexander ...	30.00
Carey, Lea & Co.	100.00	Fisher, Eliza	30.00
Carey, Matthew	50.00	Fisher, Mrs. E. P.	50.00
Cash, A. D.	50.00	Fisher, James C.	100.00
Chancellor, Wharton ...	530.00	Fisher, J. Francis	130.00
Chauncey, Charles	100.00	Fisher, Thomas	30.00
Chauncey, Elihu	130.00	Fisher, Mrs. S. W.	30.00

Fleming, Robert	\$30.00	Lex, Mary A.	\$30.00
Fleming, Thomas	130.00	Lippincott, Joshua	50.00
Folwell, W.	50.00	Lippincott, Richards & Co.	200.00
Foster, William	50.00	Markoe, J.	30.00
Fotterall, S. E.	30.00	Maxwell, Robert	330.00
Fotterall, S. G.	30.00	McAllister, John	30.00
Fox, Charles P.	30.00	McAlpin, J. B.	30.00
Frale, John U.	130.00	McIlvaine, Joseph B.	30.00
Friedlander, Julius R.	100.00	McIlvaine, William	30.00
Friend (per J. U. Fraley)	50.00	Meigs, C. D., M.D.	130.00
Fryer, William	30.00	Meredith, William	30.00
Gaskell, Thomas Penn.	100.00	Merrick, John	50.00
Gibson, William, M.D.	30.00	Miller, Abraham	230.00
Glee Association, Phila. ..	145.70	Miller, W. J.	30.00
Godley, Jesse	30.00	Mitchell, J. K., M.D.	30.00
Graff, Charles	30.00	Mitchell, Thomas	30.00
Graff, Mrs. Charles	50.00	Mitchell, M. W., M.D.	30.00
Graff, Frederick	100.00	Morgan, Benjamin R.	30.00
Grant, Samuel	100.00	Morris, S. P.	45.00
Guest, Anna	100.00	Morrison, Mrs. W.	30.00
Guest, Anna (legacy)	500.00	Moses, J. M.	30.00
Hallowell & Ashbridge... ..	30.00	Moses, J. M. (donation by) ..	38.65
Hamilton, Miss	30.00	Moss, John	50.00
Handy, George	230.00	Moss, Samuel	30.00
Hare, Robert, M.D.	30.00	Mutual Fund (per J. E. Erwin)	63.93
Harrison, George	530.00	Needles, E.	30.00
Hart, Abraham	30.00	Neff, John R.	30.00
Hartshorne, Joseph, M.D.	30.00	Newkirk, Matthew	105.00
Haslam, John	50.00	Oakford, R.	30.00
Haven, T. Albert	30.00	Oliver, Joseph	50.00
Hazeltine, John	100.00	Parke, H.	100.00
Hembel, William	30.00	Pepper, George	530.00
Hemphill, Joseph	30.00	Peters, Richard	30.00
Henry, Alexander	200.00	Phillips, J.	50.00
Henry, John S.	30.00	Platt, William	50.00
Hogan & Thompson.	30.00	Powell, John Hare	30.00
Hollingsworth, L. E.	100.00	Pratt, H.	50.00
Humphreys, M.	100.00	Price, Lydia W.	30.00
Hunter, Joseph	130.00	Price, Joseph	100.00
Huzham, Miss	70.00	Price, R.	380.00
Hyde, William	30.00	Ralston, A. G.	50.00
Ingersoll, Joseph R.	30.00	Ralston, George	100.00
Jackson, Riddle & Co.	100.00	Ralston, Gerard	30.00
Jackson, Washington	30.00	Ralston, Robert	150.00
Jaudon, S.	30.00	Richards, Benjamin W. ..	30.00
Johnson, A.	30.00	Richards, Samuel	80.00
Johnson, Lawrence	30.00	Richards, Thomas S.	30.00
Johnson, Moses	30.00	Ridgway, Jacob	50.00
Jones, Samuel W.	30.00	Roberts, Miss E. F.	50.00
Keating, William H.	30.00	Roberts, Rachel H.	40.00
Kingston, Stephen	30.00	Robertson, James S.	100.00
Kohne, Mrs. F.	30.00	Rockhill, T. C., & Co.	300.00
Kugler, Dr. Benjamin....	30.00	Rogers, Evans	30.00
Kuhl, Henry	30.00	Ross, James	30.00
Kuhn, Hartman	600.00	Rotch, Thomas	30.00
Laguerenne, P. L.	30.00	Rustic Assembly	35.00
Latimer, John R.	30.00	Sampson, B.	30.00
Lewis, Lawrence	50.00	Sargeant, Mrs. Mary	30.00
Lewis, R. M.	50.00	Savage, John	30.00
Lewis, W. D.	30.00	Schively, W.	30.00
Lex, Mrs. E.	30.00	Schrack, C.	30.00
Lex, Miss E.	30.00		

Schott, James	\$30.00	Tingley, Clement	\$30.00
Seybert, Henry	50.00	Tunis, Mrs. E. P.	50.00
Shober, Samuel L.	30.00	Vanderkemp, John J.	80.00
Short, William	130.00	Vaughan, John	350.00
Sill, Joseph	30.00	Vaux, Roberts	30.00
Siter, John	200.00	Vezin, Charles	30.00
Skirving, John	30.00	Wagner & Brother	100.00
Small, R. H.	30.00	Wagner, Tobias	50.00
Smith, C. W.	30.00	Walker, Lewis	100.00
Smith, Jacob R.	30.00	Waln, Jacob S.	50.00
Smith, J. Brown	30.00	Waln, Lewis	100.00
Smith, Samuel F.	30.00	Wampole, J.	44.00
Snider, Jacob	30.00	Warder, Benjamin H. ...	30.00
Snider, Jacob, Jr.	30.00	Warder, John H.	30.00
Spencer, J. J.	30.00	Watson, Charles C.	150.00
Stewart, T. S. C.	30.00	Watson, Joseph	30.00
Stillé, John	30.00	Wetherill, Charles	130.00
Stone, Dexter	30.00	Wetherill, John Price ...	50.00
Stott, Eliza	180.00	Wetherill, Rachel	30.00
Struthers, John	30.00	Whitall, S. M.	30.00
Swaim, William	30.00	White, Ambrose	30.00
Swift, John	30.00	White, Henry	30.00
Sykes, Mrs. R. W.	200.00	Williams, W. J.	487.50
Sykes, R. W.	100.00	Willing, Mrs. R. H.	50.00
Symington, Alexander ...	130.00	Willing, Richard	30.00
Taylor, Charles	50.00	Wistar, Bartholomew ...	200.00
Taylor, Charles	50.00	Wolf, George (Gov.) ...	30.00
Taylor, James	30.00	Wood, J.	100.00
Taylor, Knowles	1,000.00	Wurts, Charles S.	50.00
Thomas, Abel C.	40.00	Yarnall, B. H.	30.00
Thomas, George	30.00		

The following is a list of Legacies and Contributions made subsequent to 1843.

1837 William Young Birch..	*\$110,304.62	1843 Dr. Pierre Antoine Blenon*	\$1,720.00
1844 Edward Peace, M.D. ..	30.00	1847 William Wallace Cook. *	550,046.57
1847 John Price	1,000.00	1847 W. H. Dillingham	30.00
1848 William R. Lejee	30.00	1848 Edward S. Whelan	30.00
1849 Richard Ronaldson ...	500.00	1849 Elizabeth Huxham	94.50
1849 Israel Morris	100.00	1849 John Notman	30.00
1850 John Bohlen	95.00	1851 E. D. Stott	1,048.80
1851 Ann McDonald	285.00	1851 Thomas P. Cope	500.00
1851 James Bayard, Esq. ...	100.00	1852 Thomas C. James	30.00
1852 Morris Patterson	30.00	1852 James C. Booth	30.00
1853 Samuel C. Morton	30.00	1853 Thomas H. White	30.00
1854 William H. Drayton ..	*280.00	1855 Jacob G. Morris	500.00
1855 Enoch Rittenhouse ...	950.00	1855 J. S. Wiegand	30.00
1855 Napoleon B. Kneass...	30.00	1856 Robert M. Lewis	*290.00
1856 Jasper Cope	500.00	1857 Jay Cooke	100.00
1858 Abraham Miller	*963.50	1858 Sarah Stillé	400.00
1859 Alexander Stewart	100.00	1860 Archbald Stewart	*200.00
1862 John Wright	8,375.00	1863 Hon. Samuel Breck....	902.45
1863 Lawrence Johnson	1,098.36	1864 Hannah Parke	500.00
1864 Mary Ewing	100.00	1864 Paul Beck	100.00
1865 Josiah Dawson	1,000.00	1865 Maria B. Lentz	90.00
1865 William Duane	30.00	1865 Thomas Trower	*31,230.36
1867 Daniel Grim	446.50	1867 John Wiegand	30.00
1869 Ann Hertzog	3,126.44	1869 Jane McCarthy	890.00
1869 J. H. Hutchinson	30.00	1869 Alexander J. Derbyshire	50.00
1869 William Miller	30.00	1869 Alfred D. Jessup	30.00
1869 J. Sergeant Price	30.00	1869 ——— Lewis	30.00
1870 Sarah Phipps	1,000.00	1870 Henry Weibel	1,035.00
1870 John Cadwalader, Jr. ..	30.00	1871 Martha Notman	950.00
1872 Charles S. Coxé	100.00	1872 Jonathan Tyson	81.41
1872 Nathan Barrett	95.00	1872 Richard J. Dobbins ...	100.00
1872 William W. Justice ...	100.00	1872 Edward Coles	30.00
1873 Jesse George	*3,500.00	1873 Isabella B. Truman	950.00
1874 Stacy B. Barcroft	2,244.00	1875 James Pleasants	95.00
1876 Sarah A. Laussat-Jennings	1,140.00	1876 Henry I. Stout	3,500.00
1876 Richard D. Work	50.00	1876 Nathan Sharpless	30.00
1877 Catharine Nixon	470.00	1878 Pennell Smith	1,000.00
1879 Eliza Hutchinson	*72.13	1879 Mrs. Voltz	50.00
1880 Eliza Harland	414.61	1880 Joseph Watson Hibb ..	855.00
1880 Mary Shields	*195,148.46	1880 Alfred C. Harrison	1,000.00
1881 E. Claxton	300.00	1882 John A. Jones	5,000.00
1882 George W. Thorn	83.34	1883 William Miller	285.00
1883 Mary Ann Grier	475.00	1884 William M. Meigs	30.00
1884 Arthur V. Meigs, M.D..	30.00	1884 Rev. Alfred L. Elwyn ..	30.00
1886 William McCann	1,737.73	1886 Unknown Person	130.00
1887 Dr. Lawrence S. Pepper	2,500.00	1887 Casper Heft	500.00
1888 Mary Rebecca Dailey Smith	1,201.49	1888 Henry Seybert	2,000.00
1888 John M. George	2,000.00	1888 Joshua C. Lawrence ...	285.00
1888 Esther B. Sterner	5,000.00	1888 John A. Dugan	4,750.00
1889 Harriet H. Erwin	1,000.00	1889 Harriet C. Flickwir ...	5,000.00
1889 William B. Smith	95.00	1890 George D. Rosengarten	1,000.00
1890 Thomas Drake	5,000.00	1891 George S. Pepper	*8,162.50
1891 W. R. Lejee	*2,505.50	1892 Alfred Bamber	2,000.00
1892 Elizabeth Schaffer	10,000.00	1892 Samuel W. Brown	300.00
1892 "Unknown"	190.32	1894 Charles B. Birmingham	570.00
1894 Susannah Masson	1,000.00	1894 Charles Wistar	5,000.00
1895 Edward Strickland	500.00	1897 A. W. Butler	5,432.67
1898 "Unknown Friend" ...	2,000.00	1899 Stephen Taylor	738.74

1899 J. Dundas Lippincott...	\$5,000.00	1900 Leonard R. Hayes....	\$1,000.00
1902 Harriet S. Benson.....	5,000.00	1903 Catharine H. Raco....	98.83
1903 John Kay	1,000.00	1904 William Neubauer	506.19
1904 Hiram Brooke	2,000.00	1904 Sophia G. Coxe.....	*13,000.00
1907 Joseph Lapsley Wilson.	30.00	1908 William Warner	*2,327.03
1909 William M. Farr.....	10,000.00	1909 A. Buchanan	147.89
1910 Ann Kerr	1,000.00	1910 Margaret S. Roberts...	1,752.78
1910 Thomas Nelson Page..	50.00	1910 Ann P. Biddle.....	950.00
1913 J. Johnson Beans.....	100.00	1914 William C. Gilmore....	*808.16
1915 Elizabeth Roe Dunning	950.00	1915 Judith Laurie Frechie.	204.00
1915 Elizabeth S. Shippen..	10,000.00	1915 Amanda C. Woomer...	414.66
1916 Lydia Yarnall.....	5,753.46	1916 Henry B. Palethorpe..	4,750.00

* Gifts aggregating this total have been received by the Institution at various times, but for the convenience of this record the total received is given in one single entry.

GENERAL INFORMATION

The Institution is located at Sixty-fourth and Malvern Avenue, Overbrook. Overbrook is within the limits of Philadelphia, and may be reached from the heart of the city either by street car, or by railroad from Broad Street Station.

The name—Institution for Instruction—tells the story of its purpose. The Institution is a school, and its pupils are school boys and school girls who happen to be blind, or to have very defective eyesight. It is not a State Institution, though it receives pupils whose expenses are partially met by the state. It is supported largely by bequests and the interest on invested endowment funds.

The states of New Jersey and Delaware, having no schools for the blind, send their pupils to schools in adjacent states; a liberal number come to our school.

The charge for those able to pay tuition is \$350 for the school year.

The management does not fix age limits below or above which it will not receive pupils. But it generally prefers not to admit an applicant too young to dress or care for himself, or too old to be amenable to the discipline of schools adapted to youth. Candidates for admittance must be young, capable of education, and of good moral character.

The Institution does not supply clothing; and in no instance will it assume the permanent care of anyone. Its character of school must be preserved at all hazards; and it declines to undertake anything which will interfere with its proper and legitimate function.

As a boarding school the Institution undertakes to give its pupils for forty weeks in the year wholesome and stimulating environment. Just as much care and attention is given to the pupils when out of class as when in class.

The Institution aims to train as well as to teach; and, to further these ends its new buildings have been arranged on the cottage plan, each pupil having his home and his house-

mother. Only children of kindergarten age are assigned to the kindergarten cottage, and the older pupils cannot mingle with them.

The course of instruction aims to be thorough and broad. It embraces the branches usually taught in the public schools, and many that are not generally taught there, such as typewriting, industrial and household pursuits, instrumental and vocal music, and piano-forte tuning.

Special attention is paid to physical exercises both in the open air and in the gymnasium, and attendance upon these exercises is compulsory.

The Institution is non-sectarian. Its pupils are required to attend the church their parents may select.

Pupils are required to write regularly to their parents or friends.

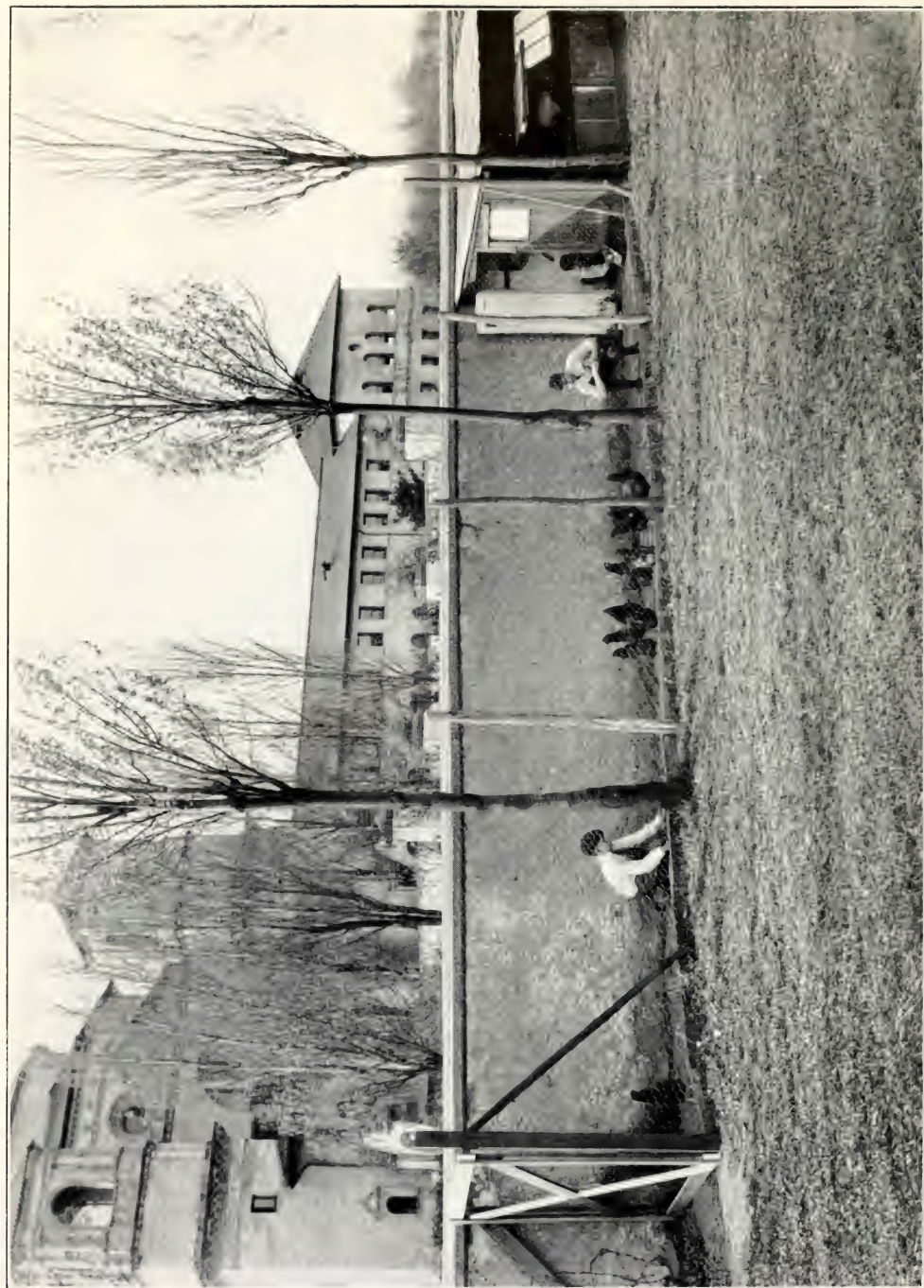
There is no school on Saturday afternoon, and at that time pupils are allowed to receive visitors.

Persons desiring to visit the school are cordially invited to do so.

The school has maintained since May, 1910, a Sales-room and Exchange at 204 South Thirteenth Street, Philadelphia, where orders are taken for piano tuning, chair caning, weaving of rag rugs and carpets, brooms, and knitted, crocheted and other generally useful articles. Here too are displayed various articles made by the blind.

OLIN H. BURRITT,
Principal.

APPENDIX



CARING FOR THE POULTRY

THE EDUCATION OF THE BLIND—A HIGHLY COMPLEX PROBLEM.*

By O. H. BURRITT,

Principal of the Pennsylvania Institution for the Instruction of the
Blind, Overbrook, Philadelphia, Pa.

That the education of blind children is a highly complex problem we educators of the blind have long been well aware. But have we not been thinking about it only in the most general and but little, if at all, in specific terms? No thoughtful man or woman can work long with the problem of educating the children who come to our residential and day schools without some realization of the complexity of the problem. But what are we doing about it? It is largely because I have come to feel that in our schools we have a duty to our children unperformed that I have chosen as my subject, "The Education of the Blind—a Highly Complex Problem."

With the two-fold view of so classifying the pupils of our school as to provide the instruction that each group needs and of having the facts to substantiate my statements in this paper, I have had our corps of teachers at work for some time upon a classification of all our pupils based primarily upon mentality. Our records have furnished the additional data. Accordingly, as I write I have before me the name, age, sex, degree of sight, age at which sight was lost, and the number of years in school of each of the 215 children enrolled during the school year 1915-16.

I need not say to you, my brothers and sisters in the profession, that we have in our children the usual differences in mentality that are found among an equal number of children who see, but that those differences are both accentuated and their number increased by the diseases that in so many of our children have caused their blindness. After a careful consideration of the ability of each individual pupil, at several meetings of our teachers, each teacher of that pupil being present, our teachers have placed 68 of 174 pupils enrolled in our main school during the year 1915-16 in the list of those possessed of the highest mentality. This means that, accord-

* Presidential address delivered before the Twenty-third Biennial Convention of the American Association of Instructors of the Blind, held at Halifax, N. S., July 4-8, 1916.

ing to the best judgment of the teachers in all departments, literary, manual, music, and physical, four out of every ten pupils of our main school last year were pupils of good mentality.

Judged by the same standards and by the same teachers, 45 others—approximately one-fourth of the entire main school—were placed in a group which I designated as “Pupils of lesser mentality, probably capable of graduating.” In this group there are some good but slow, plodding boys and girls who will probably require one or two years longer to meet our requirements for graduation than the first group, but who are nevertheless worth-while pupils.

The next largest group contains the names of 27 pupils, 15 per cent. of the whole number, who have varying degrees of ability but whose training presents special problems for solution. Eighteen, or exactly two-thirds of these, have a little sight and many of them should be given special training along lines that can be opened to them. A typical case is a lad, nineteen years of age, having slightly less than three-fortieths normal vision, who was able in eleven years to advance to our seventh grade, master all our manual subjects except tuning, and enter the employ of a local firm manufacturing saws where he is earning \$1.00 per day greasing saws.

A fourth group, only slightly smaller than the last, contains the names of 24 pupils, whose ability is indicated with sufficient accuracy thus: “Pupils of low mentality needing special instruction.”

The fifth group contains the names of ten “pupils of such inferior ability that they should be discharged.” Indeed, seven of these have already been discharged after having been under instruction and observation for periods varying between one and two years; the remaining three have been granted an additional year each.

At our kindergarten building we have three groups of children designated respectively as kindergarten, connecting-class, and first grade, whose ages vary between six and eleven years. A normal child entering the kindergarten will complete the work at this building in three years. As all these children are young and have been so short a time under observation and as the early training of many of them has been seriously neglected, it is more difficult to classify them on the basis of mentality. Nevertheless, the sympathetic observations of the

experienced staff are usually quite accurate. Of the 41 children enrolled the past school year, the teachers have placed almost exactly one-half in the first two groups, thereby indicating their belief that this number will probably be capable of completing the eleven years' work required for graduating. Eight, about one-fifth the number, are placed in our group of "pupils of low mentality needing special instruction," while twelve, approximately three out of ten, are "possessed of such inferior ability that they should be discharged." Six of these have already been discharged and the remaining six will be within the next year.

Summarizing these observations of the mentality of our student body of the past year, which is probably fairly representative of conditions each year, about two-fifths of our pupils are mentally alert and capable, some of them above the average of their age among seeing children; one-fifth are less capable but most of them well worth the time and money expended upon them; one-sixth have low mentality and require special, almost individual instruction, and in most instances, for a limited time only; one-eighth form a unique group three-fourths of whom having some vision and nearly all the rest losing sight between six and sixteen years of age, require special instruction adapted to their peculiar needs; and one-tenth have too little mentality to warrant their continuance in school beyond the period necessary for observation and determination of their mentality—a period which with us varies from one month to two or three years, sometimes longer.

I think there is little doubt that in our schools the backward and feeble-minded children are receiving an undue amount of the time and energy of the entire staff and that our brightest pupils suffer thereby; while at the same time we are not providing the kind of instruction that these mentally sluggish and backward pupils ought to have.

Two things can be done to remedy this defect. Many of these brighter pupils, nearly all of our first group containing approximately two-fifths of the school, can advance more rapidly by working more by themselves with an occasional suggestion from the teacher. The district school which I had the good fortune to attend in the state of New York for several terms had some faults, but it developed boys and girls who were independent and self-reliant. I remember with no small amount of pleasure and satisfaction how, as one of the older

pupils, I occupied a seat in the back row and worked by myself by the hour while the teacher was giving her attention to the younger children. Thus I solved many an example in arithmetic and many a problem in algebra. How well I remember my march of triumph through Robinson's Practical Arithmetic! And if I occasionally met defeat and asked for help from the teacher, the help was usually promptly given, I was lifted out of the ditch into which I had fallen and on I went to fresh triumphs. I learned arithmetic, I learned algebra by those methods but I learned something far more important than either; I learned to depend upon myself and not lean upon another. Why not give our brighter boys and girls similar opportunities to learn to work in large measure independent of the teacher? Why not let them realize more of the joy of mastery unassisted? One of my first pupils in a school for the blind, a totally blind lad, did his Cicero, Virgil, plane geometry, and trigonometry in just this way. There may be no logical connection between this fact and the subsequent facts that he tuned his way through college, took the four-year course in three years, was elected to Phi Beta Kappa honors and is now a successful tuner who has since his graduation earned and saved enough to take a trip abroad and invest several thousand dollars. At any rate, I cannot believe that he suffered by reason of the neglect of his teachers.

In this group of our brightest pupils, too, are those who should secure educational advantages outside the walls of the institution. Some should attend a nearby high school or a private school and a selected few go from these to college or university. From this group an occasional pupil, selected because of good ability to teach, should go to a normal school; another to a school of social service; one having some sight and ability for work of such a nature should enter the school of design and industrial art—we should summon to our aid all the educational and social opportunities our communities afford for the better equipment of our more capable pupils. In a word let us seek somewhat earlier in their careers as students extra-mural opportunities for a selected group of our more capable pupils, particularly those who have lost sight subsequent to five years of age. If we utilize to the full the opportunities along these two lines our teachers will have more time and strength for those who constitute our other

groups who have less ability and less initiative and have greater need of help and direction.

But what of those of mediocre ability who constitute the larger number and present by far the most difficult problems in our schools? I fear we are endeavoring to do the impossible with many of this group. They can profit by a minimum only of the usual school subjects. Each pupil should be considered as a special problem, his capabilities should be carefully considered, he should be as thoroughly trained as possible in the thing that he can do best, and he should be placed as early as practicable in the position and at the work he can do. Without doubt, as a class, we keep these pupils in school too long without instruction adapted to their needs, with the inevitable results—loss of interest, formation of slovenly habits, and a very poor preparation for the kind of employment of which they are capable, and for which the school should give them a better, because a more fit, preparation.

Our problem is further complicated by the varying ages at which our pupils lose their sight. The number of those who become blind under one year is surprisingly large. Of the 215 pupils enrolled in our school last year, 135, five-eighths of the entire school body, lost sight at birth, in infancy or under one year of age, while 27 others became blind between one and five years of age. No less an authority than Dr. G. Stanley Hall has said that a child losing sight under five years of age retains no memory of form or color. As I watch our children at play I sometimes imagine I see greater freedom and naturalness of movement in a child who has seen until four or five years of age than in those who have never seen. However, I see little reason to question the truth of Dr. Hall's statement. Disregarding for the moment the fact that a few of this group have sufficient vision to aid them in continuing to form visual images of many objects, three-fourths of the children under instruction in our school during the school year just closed, having lost their sight under five years of age, have few or no visual images upon which instruction can be based. With the exception already indicated, the teacher's first problem in teaching the pupils of this group is to build up a body of images upon which they can be taught successfully. For the most part, these children have no concepts of the most common things except those that they have been able to compass within the reach of their arms. When the

teacher forgets this he is sometimes suddenly and rudely awakened to a consciousness of it by some chance remark of a pupil. "A battleship seems to me most like a five-story flat," wrote one of our pupils after a visit to one of Uncle Sam's battleships lying at anchor at League Island Navy Yard. "Are the roofs of houses like that?" asked a girl in the sloyd class upon being shown a bird-house with gable roof, shingled in the old-fashioned way. "I supposed they were all flat." These illustrations need not be multiplied. You can each supply many from your own experience. But to the teacher awake to his opportunity they point the way. Does the teacher always "take the cue?"

But if three-fourths of the pupils under instruction had no visual images upon which instruction could be based, 46, *i. e.*, approximately one-fifth of the number enrolled, had a good body of such images. Obviously the number and the nature of these images varied considerably as blindness was acquired at ages ranging between five and fifteen. But our instruction took little or no account of these differences to say nothing of any attempt to bridge the vast chasm between these and those who have never seen. As the fisherman casts fishes of all sizes and of every variety into the same basket, so into the same class-room we thrust all these children with such diverse mental equipment. The ninth grade of our boys' school well illustrates my point. In this grade we attempted to teach at one and the same time and by substantially the same methods, eight boys, four of whom saw until they were respectively nine, ten, eleven and twelve years of age, and four of whom have been blind from early infancy. And as if these differences were not sufficient, the problem was further complicated by the possession by two of these eight lads of sufficient vision to enable them constantly to acquire and add to their mental equipment almost every sort of visual image. But like the Scotch minister who was floored by the seeming contradictions in the passage of Scripture he had chosen for his text: "Brethren, we note the difficulty and pass on." Such a condition is grossly unfair alike to the totally blind and the partially blind; to those blind from birth and those who became blind during their boyhood days. To make the instruction most effective these eight boys should be separated into three groups.

Into one group should be placed the three boys who have

been blind from infancy; into a second group the two who have some sight, two border-line cases; and into a third group the three who, though now totally blind, saw until they were nine, eleven and twelve years of age respectively. But if the exigencies of program making and the necessity to keep the per capita cost down demand it, these last two groups might be taught as one group by supplying some visual instruction for the two lads who see. Lest someone may think that we admit pupils with considerable sight, as I know is the case in some schools, may I say that all cases of partial sight are now passed upon prior to admission by our oculist who makes weekly visits during the school year and considers with extreme care the question of the eligibility of these partially sighted children.

I have already anticipated my next point which is that the possession by some of the pupils of even a modicum of vision introduces an additional difficulty into our problem already sufficiently complex. With the help of our oculist we have been studying this problem for two or three years hoping to find some answer to the question, "What shall be done with our pupils who see too much to be in our schools for the blind, yet not enough to keep pace in the public school with the pupil whose vision is but little or not at all impaired?" The ideal plan seems to me to furnish them the necessary supplemental assistance to keep them in the school for children with sight. The cases I have in mind see sufficiently to get about alone quite comfortably. By no means should all their instruction be according to visual methods. Wherever these methods can be used without detriment to the child, they should be used; but let them be supplemented wherever necessary and possible by the methods that obtain in our schools for the blind. My point is, these children will never live as blind men and women; they will live as those who see and they should be so educated. We have tried for years to make them use their fingers in lieu of their eyes. In our determination to circumvent nature we have resorted to all sorts of devices from aprons to cover their hands to huge pasteboard collars about their necks which give a classroom equipped with this last device an appearance quite like a monastery. I admit that by insistence and persistence we have made some of these pupils good finger readers. But what do they do when the teacher's back is turned and some-

times when it is not turned? Read the dotted type with their eyes. And what do some of them do out of school hours? Read story-books and fiction, in which they are keenly interested, with their eyes—not with their fingers. And what do most of them do after they leave school? Work with those who see as those who see and only in rare instances if at all, do they continue finger reading.

This problem is a comparatively simple one in populous centers. Some of you have already made good progress toward its solution in your community. But have any of us tried the plan I am urging, viz., trying to keep the pupil in the grade of the public school to which by age, size and mentality he belongs, by giving him the needed supplemental assistance by a special teacher employed for the purpose? But what about the pupil with partial sight who comes from the sparsely settled rural community? I see no other way than that we must provide him with the necessary eye-instruction in our special schools. Our oculist emphasized the thought recently that in his judgment this eye-instruction in our school should supplement, not supplant, the instruction given through the medium of the dot type. We all have these border-line cases; some of us more of them than others; some are more rigid as to their requirements as to defect of vision than others. The problem is universal though the numbers vary.

An additional complication is introduced into our problem by the lapse of time that occurs in many cases between the loss of sight and getting into school. This causes an abnormal variation in the ages of pupils in the same school grade. The only remedy for this condition is putting forth continued effort to secure the enrollment of each pupil at the earliest possible moment after his loss of sight. Here associations, commissions, and wide-awake field officers can be of material assistance, as experience shows.

The presence in our schools, in spite of our vigilance to prevent it, of the exceedingly backward and even the feeble-minded blind presents an additional problem. In theory, none of us admits the feeble-minded; in practice, we all have them. I do not say we keep them very long, but I have yet to visit one of our schools that has no representatives of this group. I have already considered this point with considerable fullness. It only remains for me to suggest if possible some solution of

this difficult and perplexing problem. We have all thought much about these boys and girls. Because of their double handicap, their cases make a special appeal to our sympathies. For the feeble-minded there is but one place—they need and deserve the custodial care provided at the institution for the feeble-minded.

But as educators of the blind we are concerned rather with the determination of the question of feeble-mindedness than with the disposition of these cases when the fact of feeble-mindedness is definitely established; for I assume that, sooner or later—usually later, I fear—we all discharge them from our schools. I have all but reached the conclusion that for our school the solution of the problem lies in the provision of a small, separate building which may be euphemistically spoken of as an observation cottage. Here I would provide accommodations for the training under expert direction of about one-twelfth of my school population. As we have accommodations for 192 children, this would mean a cottage for 16 children. Had I such a cottage, I would transfer to it forthwith at least 14 children from our kindergarten cottage. Here I would place, upon reception, extremely backward children about whose mentality I had serious doubts; for these children ought never to associate with our normal or more nearly normal children. Those who are improvable would be improved and if they showed sufficient ability, they would eventually be placed with the other children. Some of them would be transferred within a month; some within six months; some within a year, and it is conceivable that some might require two or even three years of training before we were convinced that they could work and play with the children at the kindergarten without detriment to themselves or the more nearly normal children. Those who were unimprovable would be discharged to be transferred, some day let us hope, directly to a training school for the feeble-minded; until this can be brought about, they must be sent back home. We have had this year two lads come to our kindergarten who are typical representatives of these two kinds of cases, both blind from infancy.

H., ten years of age, was so evidently feeble-minded that I hesitated to permit him to remain for even a month's trial. Although his parents had been trying for two years to secure his admission, when they visited our kindergarten at meal

time and saw how well our little people could eat and how much they could do for themselves, his mother thought she had better take him home until she taught him to do more for himself—an excellent method by the by, to impart information to parents in an effective manner without saying a word. As he had been so long coming and as we had a vacant bed, I advised the parents to leave him until we could see what, if anything, we could do for him. But he was a total misfit; his influence on the children was bad, he required an undue amount of the time of housemothers and teachers, and after one month's stay he was discharged.

At almost the same time came E., nine years of age, a milder type than H., but clearly of defective mentality. E. was more easily cared for, his influence upon the other children was less objectionable, but he was manifestly at a disadvantage among the children and ought not to remain. Accordingly, he was discharged after three months' trial. E. was improvable; H. was not. Had we had our observation cottage, H. would have been discharged at the end of one month or possibly two; E. would have had the advantage of at least a full year's training and observation. If at the end of a year he showed considerable improvement, he would have remained for another year. It is possible that he might then have been transferred with advantage to the kindergarten; if not he would be discharged, but considerably improved. Under existing conditions we did nothing for him.

I have already transcended the time limits of a presidential address. I have considered what seemed to me some of the most fundamental reasons for the complexity of our problem. It only remains for me to summarize the points I have tried to make.

First.—There are among our children the usual differences in mentality that are found among an equal number of children who see.

Second.—These differences are accentuated by the diseases that in many cases have caused blindness.

Third.—The problem is further complicated by the varying ages at which sight is lost.

Fourth.—The possession by some of even a modicum of vision introduces an additional complication.

Fifth.—Lapse of time between loss of sight and entrance

into school causes abnormal variation in ages of pupils in the same grade.

Sixth.—The presence of the exceedingly backward and the feeble-minded blind presents an additional problem.

THE STORY OF THE OVERBROOK BOY SCOUTS.

By ALBERT G. COWGILL,
Principal Teacher.

Troop 118, School for the Blind, Overbrook, was organized in 1912, eleven boys qualifying as tenderfoot scouts. The physical director, Mr. Harold Molter, was the Scoutmaster and instilled into the organization the necessary enthusiasm for useful and efficient work. During the year 1912 and 1913 the foundation for habits of the right kind was laid, the boys' interests were broadened, and their minds kept busy in the varied activities included in the scout program. Unfortunately for the troop, Mr. Molter was called to another field of work in 1914.

At Mr. Burritt's request Mr. Molter wrote for the 1913 yearly report a brief account of the development of the troop, which reflects so accurately the spirit of the organization and its effect in the school that it is included in full:

"A high ideal—the basis of all Christian living—made tangible enough to be a potent force in the lives of thousands of boys, seems to be the fundamental cornerstone of the Boy Scouts of America. Learning to do by doing—and learning and doing not for one's self but for usefulness to others—no other movement for boys seems to sum up the spirit of service and instil it as does the Boy Scout movement.

"Two features of the activities of the boys belonging to this organization appealed very greatly to me, and it seemed as though no better method could be found of making the boy become a man of the right kind—doing at least one kind deed every day and living as near to Nature as possible to hear her secrets and drink in the purity of her being—these were the two features. But what can be of more use to a blind boy than simply indulging in these practices! To help those who can see to see what it is to be kind and courteous and friendly and clean and everything that is worth while; to live in the woods and learn to see without eyes; to become happy helpmates to those around them, instead of bores—these are the ideals of Troop 118, Philadelphia Boy Scouts of America.

"After we had aroused sufficient enthusiasm among the boys of the school, the field secretary, Mr. Patton, visited us and told us some interesting stories about Boy Scouts. The next week he came again and instructed us in the making of knots and taught us the scout law and the oath. Within a short time eleven boys had passed the tenderfoot test and



TROOP 118, PHILADELPHIA BOY SCOUTS OF AMERICA

On the occasion of a visit to the school by Mr. Charles A. Eastman

were making their influence felt. One boy tied a piece of string around each one of his ten fingers and each time he did a good turn, it was his pleasure to tear off one of the rings. Indeed, he was not satisfied until every one was gone. The spirit has not waned—it is growing into a habit and its contagion has spread to boys who are not scouts.

“With the approach of summer the boys were very much pleased to find that a large army tent was at hand for sleeping out doors and they took turns in going there nightly, two at a time with the scoutmaster. Experience is the best teacher. The first few nights were cool and the cots were cool, too. We soon learned how to make our beds—and how to get into them. Cots will tip if one gets too far away from the centre; and what excitement there was to see one after the other, as we attempted to become adjusted for the night, engage in all kinds of balance movements and acrobatic ‘stunts’ when the cots tipped! Standing on the back of the neck is by no means a pleasant exercise, but on certain occasions it is very amusing. How the boys enjoyed that sleeping out of doors! The pure fresh air breathing upon the happy faces; the occasional patter of rain—always welcome; and the sounds of the birds as they awakened in the morning were things not to be forgotten. First arose the robin and called us pleasantly and quietly from our slumbers. Then awoke the thrush, which called noisily to the sleeping sparrows. These little fellows chattered away merrily and busily until no human sleep was possible. One cannot forget such things.

“During the vacation the boys met other scouts and returned to Overbrook with greater enthusiasm than before. Before the close of school, however, an athletic contest had been arranged between our boys and the boys of the Jesse George public school. There was an exchange of ideas and a renewed interest.

“In September the sleeping in the tent was continued. It was planned, also, to have supper away from the school. The boys plucked corn and tomatoes in the school gardens and helped to purchase the necessary supplies. The walk was a pleasant one of three or four miles. The story of the trip has been described well by some of the boys themselves. The boys gathered the firewood—brought the water from a stream near by, husked the corn, chopped the wood—and even fed the fire. On our second expedition one of the boys lit the match and applied it to the wood.

“Few of the boys had ever had such an experience before, and they were ready to repeat it next day. The expense to each boy was five cents and they declared that it was worth fifty cents apiece! What boy has not longed to spend such an evening in the open air! What boy has not become more of a man for having done it! Such outings develop at least two characteristics in a boy, the spirit of co-operation and a

love of Nature and of her resources. On the other hand, for the teacher no better means of understanding his pupils can be devised.

"What are the results of this experiment? We are all more or less the creatures of habit, whether good or bad. The boys are laying the foundation for habits of the right kind and in the proper spirit. And, furthermore, they are consciously and effectively forcing the boys outside of the organization to do the same. A word to one of the scouts from the scoutmaster about a certain boy who needs to be set straight and that scout can be seen walking across the lawn during free time in company with the boy in question, making him understand that he must 'mend his ways.'

"At present there are eleven tenderfoot scouts, organized into the Lion Patrol. At least eight boys are ready for the tenderfoot test and others are falling in line. The enthusiasm is better than ever. What more is there to be desired? The enthusiasm must continue. As the boys continue and advance in their scout work, their interests will be broadened, and their minds will be occupied with work and play of the right sort."

Mr. Burritt adds: "Surely an organization like this, with motives such as these, is helpful anywhere. We welcome to the school all these movements that help raise the standard of manhood in our boys, that furnish additional points of contact with seeing boys, and that broaden the interests of those who, at best, live in a restricted world. And the more of these voluntary organizations in our residential schools under sympathetic teacher guidance, the better."

Early in October, 1915, Scout Executive W. S. Cowing and Field Commissioner H. O. Merrill visited us and told us some interesting stories about Boy Scouts. Enthusiasm was again aroused and on October 14, the first regular meeting for registration, thirty-two boys reported as candidates for tenderfoot scouts. At this meeting emphasis was placed on camping, the woods and things relating to outdoor life—the most prominent single characteristic of scouting—and plans were made to spend our first week-end in camp beside Trout Run on the Clarke Thomson farm.

Leaving school early on Saturday morning, October 16, sixteen scouts marched jauntily down Malvern Avenue under the leadership of Assistant Scoutmaster Randle and the Scoutmaster. We were joined later by Assistant Scoutmaster Burdette. But let one of the younger scouts, Harry Ditzler, a perfectly normal blind boy, tell of this outing:

"Our party was composed of the scoutmaster, two assistant scoutmasters, and sixteen boys. It was our first experience in camping and we were all anxious to find out what it would bring. We left school about half-past nine for Mr. Thomson's farm, where we were going to remain for two days. Each fellow had his blanket on his back and the other implements were to be brought in an automobile.

"We had no trouble in finding the right way, for our scoutmaster had the directions written out, and arrows painted on the fences and trees pointing toward the road we should take. Following these we made out all right.

"Upon reaching camp we found that Mr. Cowing and his son Robert had started a fire and were swiftly getting the tents in readiness for the night. We aided them in what way we could, learning some valuable lessons.

"After everything was in readiness for the night, we began to explore our surroundings with the greatest interest. An interesting object was the brook into which some of us had the misfortune—if it may be called such—of falling.

"We ate our supper which seemed to me not much of a task after having walked five miles. The advantage of having an experienced cook was quickly realized. Meanwhile, as it threatened rain, we thought we had better not run the risk of sleeping out in the tents, so permission was obtained to use the haymow of Mr. Thomson's barn for our sleeping quarters.

"After supper the most happy time of all came. I did enjoy sitting around the fire with my comrades, singing and listening to the stories. That seemed to me the most interesting of all. The ghost story of Mr. Cowing was especially thrilling.

"There was great fun in the hay before we went to sleep and it must have been eleven o'clock before we really quieted down for the night.

"The next morning everybody was up anxious to see what was doing. Breakfast was soon ready and everybody fell to with a good appetite. After the necessary washing and so forth was done, we set out on a hike. In our walk I learned many things which I had never heard of before. For example, I had never known that one can tell how old a tree is by counting the rings on the stump. I never knew how to make a compass out of a watch. This hike was very instructive in many ways. We were shown a few different trees and were told how to distinguish them by their bark and leaves. We were taken up a hill and set to finding beech trees. In this search I found a great deal of fun besides the instruction. After the hike, we had a swim in Crum Creek. The water was very cold and the place was so small and so shallow that there was not very much fun obtained out of the swim, excepting that it was a swim and that in itself is fun. We had

obtained a great deal of sassafras on the way back and we decided to make sassafras tea for dinner.

"Just before dinner Mr. Thomson came into camp. We sang America for him and gave him the scout yell. That was very little for the privilege he was giving us, that of using his grounds for camping purposes.

"In a short time after dinner we began to get ready to come back. But instead of tramping back to the Eagle Hotel, we had a new sensation of riding there in a hay wagon, which we enjoyed very much. Here we took the trolley and arrived at the school a little after six Sunday evening.

"I think that this was the beginning of real scout work in our school. We had gone on hikes before, but none of them contained so much scout instruction, which is essential to any-one who would be a true scout."

How the second week-end camp, arranged for the rest of the troop, impressed Assistant Scoutmaster Burdette is well worth including here, for it shows the keen observation of the natural-born woodsman.

"It has been said by one with sight," he says, "that the blind boy can never become a scout as he is not a nature lover.

"That there are two classes of blind—the blind-blind and the seeing blind, is indicated by this remark. But the fallacy of this statement will be apparent to one who will read this account of our second trip to the farm of Mr. Thomson, on November 6, 1915.

"After our first week-end camp Boy Scout stock at the school went to over a hundred. The bulls were having their inning; enthusiasm ran rampant and I'm safe in saying that a greater degree of interest was in evidence on this occasion than on the former one.

"Assistant Scoutmaster Randle having been left behind to look after the supplies, etc., and not being able, myself, to accompany the troop, Scoutmaster Cowgill, single-handed, started off with fourteen blind boys for camp, which was reached shortly after noon.

"Once in camp the boys set about locating and adjusting themselves to their surroundings; some were interested in the brook—its width, its depth, its direction; others in the trees, their kind and size and their relative position to the campfire; while others were interested in the rocks.

"Particular mention must be made of three boys, totally blind, one of whom had been on the former outing, and true to scout principles and to show the others that he knew all about Mr. Thomson's farm, volunteered to act as guide and incidentally promised to take them by a route where they could gather sassafras galore, for he knew where it grew. Down the stream from camp they went for about half a mile to a certain fence which assured their guide that a crossing

over the creek could be effected by 'cooning' the log to which a swing gate is attached. Climbing the steep hillside and bearing somewhat in the direction of camp, they described a course very much like the shape of a horseshoe. Refusing to answer the repeated calls from other scouts sent out to search for them, after having been away from camp for more than four hours, they returned by a short cut with a goodly supply of *poplar* root.

"At night the campfire experiences were glorious; a pot of mush was made to the tune of 'Old Black Joe', and with stories and games, time for bed came entirely too soon.

"The next morning after a breakfast of bacon and eggs and fried mush, it was decided to build a bridge across the run to prevent a repetition of the wet feet of the night before. Two logs were brought from the woods and thrown across the stream at the narrowest place; to prevent spreading, they were securely bound together with old fence wire found close by; two uprights, one at each end of the logs, were made secure and to these a long pole was wired to form a hand rail; after the chinks between the two-foot logs had been filled with earth and rocks, the bridge was complete. It was found to be not only an added improvement to camp, but to make travel across the stream for the blind boys expeditious.

"The morning was still young and the real scouting hike that had been previously arranged was called. We had already learned to tell the beech tree by its smooth and even surface; we had learned the difference between the poplar and the hickory tree by the softness of the bark of the one and the rough, harsh bark of the other notwithstanding the one is sometimes called the hickory poplar; we had also learned to tell the points of the compass by the moss growing on the trunks of the trees.

"Here credit must be given to Scout Executive Cowing for a suggestion offered at the previous camp which was more productive of general information than any other one thing offered in camp; that the boys be allowed to roam through the woods at will, making such discoveries as came their way and calling out from time to time the names of those trees of which they were sure. This brought forth quite a lot of originality on the part of the boy in determining his tree. One boy when asked for the proof of his find of a pin oak, declared, 'The leaf and branches are identical with those at the school.' No better proof could be asked.

"The day was full of interest for us all; to me especially, for I was certain they were grasping ideas of the great out-of-doors in a most tangible way. Specimens of various kinds were gathered to take home; among them being a very large and very fine hornet's nest, built fast to the branch of a tree.

"It would not have been necessary for our blind friend with sight to have spent two days in the woods with these

boys to have been convinced. At the breaking of camp, 'America' was sung and with such earnestness, too, that the most doubtful would have been sure of one thing, that the blind boy did love 'the rocks and rills, the woods and templed hills'."

These two long-to-be-remembered week-end outings were the beginnings of many other events which stand out prominently in the history of Troop 118. The whole troop in brand new uniforms marched to Franklin Field to join 2,500 other scouts in seeing the University of Pennsylvania and Lafayette play their annual football game. This was thoroughly enjoyed by each scout, especially the marching which the troop did so well that some of our own teachers sitting in the grand stand could not single out our troop from the hundred others marching before the reviewing stand.

Another interesting event took place at Independence Square. The Daughters of the American Revolution presented to our standard bearer—elected for the occasion—a very beautiful American flag. Long may it wave over this troop of clean cut, straight standing young soldiers for manhood!

A real scout is enthusiastic and active; it has been the aim of Troop 118 this last year to be productive of "good turns" in whatever way possible. Our boys learned how to do many things last year through personal contact with the scouts in the community and thereby established a valuable bond of sympathy which is bound to bring good results.

On January 21, 1916, the troop entertained five visiting troops in the auditorium and gymnasium. The arrival of each troop was announced by a bugler and the boys marched through the rotunda and into the assembly hall to the music of their respective bugle corps and band. About one hundred and seventy-five scouts joined in singing "America." Scout Executive Cowing presented to the Beaver Patrol of our troop a beaver stump which he found the previous summer in his Maine camp. From the auditorium the troops adjourned en masse to the gymnasium where each troop contested with the others in various scout activities. From the gymnasium each troop was taken separately to the several school departments—tuning rooms, broom shop, cane shop, sloyd shop, and the different class rooms where the visitors learned how our boys read, write, typewrite, and so forth,

the tour coming to a close at the swimming pool; needless to say, this was welcomed with a great shout of approval. After the swim, refreshments were served in the gymnasium. About eleven o'clock the visiting troops marched down the avenue to the music of their bands, with a feeling of comradeship for the Overbrook scouts.

During the winter and spring months many joint meetings were held with troops of West Philadelphia, our boys thus continuing to make friends with scouts and scoutmasters.

An interesting feature of the Washington Birthday exercises held in the auditorium was the attendance in a body of two neighboring troops in full uniform. The bugler of one of the troops gave a demonstration of the various salutes and calls; this great anniversary day—participated in by scouts everywhere—will more and more become a scout day with us because the troop as a whole can take part in it. The spirit of '76 thrills and kindles our patriotism on hearing the bugles followed by the fife and drum. Our bugle corps, consisting of six bugles, one bass drum and two snare drums, was organized through the indefatigable efforts of Assistant Scoutmaster Burdette, who was the instrument-in-chief in purchasing them and drilling the boys throughout the year. Although Mr. Burdette has been made Deputy Commissioner for our district, he still retains his old love for Troop 118 and will always be welcomed.

Mr. James H. Sterrett, the founder of the Philadelphia Swimming Club, not only lectured to the whole school on his favorite hobby "Swimming", but gave our scouts some valuable lessons in the art of which he is master. He also gave his services to the scoutmasters of West Philadelphia, who were given permission to use our pool and who eagerly availed themselves of this generous opportunity to learn first aid for their respective troops.

Four of our scouts—elected by the troop—spent every Wednesday afternoon at the Central Y. M. C. A. learning with one hundred and fifty picked scouts of the city a variety of activities, such as fifty new games, indoor and outdoor; lectures by eminent men on first aid, sex hygiene, civics, sanitation, and camping; swimming and instruction in resuscitation from drowning. The membership card entitled to sloyd and wireless telegraphy, but our boys did not take these. All this was then given back to the troop as a whole at patrol

meetings and the regular meeting on Friday evenings. The membership cards entitled the four scouts to membership in the Central Y. M. C. A. and also gave two of the boys entrance to different Y. M. C. A.'s in the State of Pennsylvania and Maryland while selling subscriptions to the "Review of Reviews" during the summer. Without this membership card the two boys could not have secured the valuable assistance of the Y. M. C. A. secretaries. The troop and the school also enjoyed hearing from two famous men: Dr. Witmer Stone, Curator of the Academy of Science, and Mr. George S. Morris on their hobby, "Birds". Mr. George H. Streaker gave us a delightful address on "Climbing the Mountains".

One of the most enjoyable evenings of the year was shared with the Camp Fire Girls when Dr. Charles A. Eastman gave us his most popular lecture, "The Real Indian", in the full-dress costume of a Sioux chief. Dr. Eastman stayed all night at the school and in the morning we secured the prize picture of the year: Dr. Eastman in full Indian costume, the central figure, with the whole troop grouped around him before the tent.

Another memorable outing of the troop was the five days, May 26-30, spent at Camp Van Rensselaer, Camp Hill, Pa. Scout Raymond Munis, totally blind, writes in an entertaining and instructive manner of those days in camp:

"Before leaving school it had been arranged that each patrol should take charge of the camp for one day and that the patrol which was to take charge that Friday evening would not have to go on duty until next Tuesday evening. While the patrol on duty was getting supper and attending to various other duties, other scouts were erecting a tent; others were exploring their surroundings; while others were lying about in the evening sun and playing about on the grass.

"Our place of camp was a very interesting place indeed. It was an old stone mill which was built in 1768. In this old mill we found machinery of many different kinds. We also discovered a very large and old wooden water wheel. To one who had never had the opportunity before of seeing such an old mill it was, besides being very instructive, extremely interesting to note how strange everything was. During the Revolutionary War the American troops were encamped directly back of the old mill, while the British were encamped on the hills just in front. Washington had, for a time, his headquarters about a mile distant from our camp. The upper floor of this historic place had been fixed up as a camping

place for the scouts. There are two large rooms, in one of which we find twenty bunks, a large range, and various other articles used for cooking purposes. All the scouts enjoyed going through this old mill and observing the many different things which were of interest to them.

"After supper was over we went out into the big field which was close to the mill and built a roaring camp fire. The evening was one of those still and quiet ones when the stars shine bright and the air is so free from smoke and it is so clear. Our troop band gave us some music and we also sang and had a delightful evening there in the field around the blazing fire. At about ten o'clock taps was sounded. We did not have any particular place to sleep; some built platforms of wood out in the open field, while many passed the night on the porch of a house not far distant.

"The next morning we were up bright and early, breakfast being over shortly after seven o'clock. Some of us then decided to explore our surroundings. We went out into the field, crossed the brook, and soon came to a railroad. Following this, we found many other tracks connecting with it. The track went first through a small valley, then up through fields and over hills and down again into another beautiful little valley. We had a very pleasant morning, wandering about through the fields and valleys and going along brooks. We found very little woodland about the camp, but instead we discovered gently rising hills covered mostly with fields, dotted here and there with houses, and very frequently a railroad running through the fields. Our camp was almost entirely surrounded by railroads. After dinner we took another trip in a different direction. Crossing a brook by means of a railroad bridge and following the track for about a mile, we came to a little village. Upon inquiry we found it to be Fort Washington. After walking about the village for a short time we returned to camp. Immediately after supper we made another fire. Dr. Hart came over for a short time during the evening but was unable to remain with us long. Our troop band gave some more music, we had some story telling, singing and various other forms of amusement. With our first day in camp we were all very much delighted. We had gotten away from school and rules and regulations and throughout the entire day we were permitted to roam the country at will. By this plan everybody could be contented, for each scout could do the things he most enjoyed doing.

"During the night a rain came on; for those sleeping out in the field this was very unpleasant. We had to get all our things in as quickly as possible. I found little difficulty in doing this, but some boys lost their things on the way in and the next morning they had the pleasure of washing their uniforms.

"Sunday morning dawned bright and clear. We were all

up bright and early and had breakfast over in good time. Shortly after ten o'clock the troop left camp for church. It was a very hot walk, to be sure, but a scout should not mind this as it is a part of the scout to do his duty to God daily. We found that the services were very nice indeed and we all enjoyed them very much. That afternoon Dr. Hart took us out for a hike. We went over to Fort Washington, observing there the many things of interest. We learned that the grounds surrounding our camp were very historic. We were shown where the British and American troops had been encamped and were also told of the many trials and dangers which Washington had to undergo for the safety of the Americans. After returning to camp Dr. Hart showed and explained to us shrapnel shell. Besides being very interesting, this afternoon had been very instructive and we were shown historic things which we never could have been shown in the classroom. After supper was over we sat about the fire and our program was about as the previous evenings had been.

"Monday morning was also bright and clear, but we found that this day was to be a very hot one. This morning was a time for work in scout activities for us all. Immediately after breakfast was over and after the camp had been put in order, we started to pass off our mile test in running. We ran over a country road; up hill and then down again, and then over rough gravel places. We did not want to pick out the smoothest and best mile we could find, for this would not be the real testing of the ability of a scout to run the mile in twelve minutes. Later on in the morning, after many of us had passed the running test, we decided that we would each make a separate fire and cook our own dinner. This would be another test passed towards second-class scouting. We set to work and gathered our wood together and soon we each had a good fire. It looked very odd to see so many different fires scattered about on the camp grounds. We each cooked our own dinner and we enjoyed it very much. After having ice cream, which Dr. Hart had kindly sent to us, we went for a good swim. We had a grand time in the boat and water and felt refreshed after the afternoon of good fun and sport. That evening the scouts had a good ride in Warden McKenty's automobile. After returning from a good spin, Warden McKenty gave us a good talk. He showed us how the boys of his day had been treated and what a great change for the better was now coming over all boys. They are now becoming very well trained and one of the best, if not the best, contributing factor towards making men of them is the scout movement. It is giving boys something to think about and is making good honest men of them.

"The next day (and we were all very sorry to say that it was our last day in camp) more scouts passed off their various tests. About noon Mr. Burritt and Mr. and Mrs. Smith



BOY SCOUTS

At work on a near-by vacant lot, earning money to pay for suits and to replenish the troop treasury

came out to visit us. We were all very sorry that they were unable to remain with us for any length of time. Early that afternoon our good friend Dr. Hart originated a treasure hunt game for the entire troop. Some boys in their excitement fell into the brook. Along the way we found Brailled directions which we were all able to follow. After going through fields, over fences and brooks, we at last came to a small cave; and here a knife was found. Benjamin Sobel was the lucky scout and the treasure was his. After returning to camp we got all the things ready to send back to school in a large automobile. After this, many pictures were taken of the troop in various positions. About five o'clock that evening we broke camp and returned to school. Dr. Hart went to the car with us and he was, I am sure, very sorry to have our troop leave camp so soon. He had taken much interest in us and we all enjoyed talking with him very much. It was a pleasure to be with him and get his spirit of happiness. Due credit must also be given Assistant Scoutmaster Randle. He was a very great help to us all and he was faithful to his post of duty during the entire camping trip. In fact, any persons who were in any way connected with our troop helped to make it the grand success that it was. The scouts are all well pleased with the success of the trip, and some are already looking forward with pleasure to another such trip next year."

Scout Munis omitted to say that another great scout accompanied Dr. Hart and the troop on the Sunday afternoon hike over the historic ground to Fort Washington. That he was an interested observer of our boys and their actions is so well told in an editorial in the *North American*, June 10, 1916, that some extracts are taken from the pen of this noted editor—Mr. Hugh B. Sutherland—for it was he that strode along beside us, climbed the wooded hill to the fort and sat on the ground beside the tall flag pole to hear more from our learned historian, Dr. Hart. The editorial is a glowing tribute to scouting as a whole and has been widely read and copied. It is entitled "With the Blind Boy Scouts":

"Of course the reader gasps. Blind Boy Scouts! What could they do that boys with sight do?

"In a flood of May sunshine—which they only can 'feel'—a whole troop from the Overbrook School for the Blind comes scrambling down the unguarded stairway of the old stone mill at Camp Hill, the Van Rensselaer country seat near Fort Washington.

"Alexander Van Rensselaer is one of Philadelphia's valuable citizens who is taking keen interest in the Boy Scouts. He has fitted the old mill for camp use and given them the range of his vast and beautiful estate.

"General Edward De V. Morrell pioneered in this by opening Camp Morrell on his attractive acres near Torresdale. George Wharton Pepper has dedicated to the same cause a log cabin on his country place at Devon. Clarke Thomson's 'Rocky Spring Farm' near Darby Creek is another such camp. And George Imlay Bodine has opened to the city scouts his fine farm near Gwynedd.

"These men—big in heart and spirit as well as in business and public affairs—have made Philadelphia scouting unique by such co-operation. The city's leading financier, E. T. Stotesbury, is treasurer of the local council. And the tall, broad-shouldered man who waits outside the old mill to lead the blind scouts on a hike through historic surroundings of Camp Hill is Dr. Charles D. Hart, by birth and traits a social leader; by choice dividing his time between the victims of misdirected energy in the Eastern Penitentiary, of the Board of which he is secretary, and the fortunate subjects of well-directed energy in the Boy Scouts, of which he is chairman.

"In the executive council which supports Dr. Hart are many of the city's best-known merchants, financiers, professional men and social service workers. Fired by his enthusiasm, they have lighted a flame which is reflecting Philadelphia as the national centre of Boy Scout progress.

"And that, in the estimation of those who know most about the aims and methods of this organization, means the national centre of citizen-building.

"But those blind boys who are coming down stairs just as fast as if they could see every step—and with no hand rail! Khaki-clad, legged and service-hatted, they are off across the green meadow.

"'Fence!' shouts the Scoutmaster, who is eyes for the whole troop.

"Over, under and through the rails they climb. A farmer driving along the pike has seen them from a distance. When he gets nearer he launches a picturesque rustic oath and reins in his team.

"Who'd a' thought they're blind!

"No one! For they were hurrying along through the brush without evident hindrance by the lack of 'that one talent which is death to hide.'

"'Railroad!' shouted the guide. In a minute the troop had got the 'step' of the ties and not one stumbled. Then into the woods, with many a stop to run super-sensitive fingers along the bark of trees—it is thus these scouts tell one tree from another, or by tracing the shape of the leaf.

"As they marched along Dr. Hart told them the past story of the fields and hills and waterways roundabout—all historic ground rich in memories of deeds that went into the foundation of the nation.

"You who have eyes to see, can you fully measure what it must have meant to these blind boys to be thus brought next to two beginnings! The cradle of all things, the soil, and the birth-ground of a great experiment in democracy!

"How could they get along as they did?

"Ask us the meaning of those strange lines on the planet Mars; the reason why one rose is red, another white. Ask us how Miss Sullivan first found a way to the imprisoned soul of Helen Keller and out of what seemed a void of utter darkness produced a rare mentality.

"Indeed, it is not too much to say that the institution of the scout movement among blind boys may be the forerunner of a like release for thousands of those whose young eyes are closed to the light and its beauties and lessons."

"The pupils who have joined the Scout Movement," Assistant Scoutmaster Randle declares, "are just a little more serious in attacking their daily duties than formerly; the standard of discipline in the classroom and in the cottage has improved so as to be a matter of comment. Unconsciously the scouts are assuming the leadership in the better sort of activities about the school and are filling a gap that existed in the past—that is, in giving good and healthy pursuits to the boys in their spare time. It also furnishes during the holidays and vacations additional points of contact with seeing boys and this is the most valuable asset of all."

Most of the scouts have already paid for their suits, earning the money by caning chairs, shoveling snow and any odd job to earn a penny, working outside time to do it. One of the most interesting ways was found in providing wood for the fireplace in several homes here in Overbrook. Adjoining the school property is an estate with several dead chestnut trees waiting the woodman's axe—and saw. The boys were quick learners; trees were cut down and sawed into two-foot lengths, split and delivered to patrons previously secured, this last act testing out their salesmanship.

The scout not only earned money to pay for his suit, but incidentally and without the aid of the classroom, learned more in one or two short hours in the afternoons of Saturday than he would in a whole week at school. These experiences as a "wood chopper" will survive in memory any other incident in his school life; thus we see the boy learning to do by doing—and learning and doing not for himself but for the usefulness of others. In other words, "he learns self-resourcefulness in this out-door life faster than he would anywhere

else; and somehow or other, every tree, every plant, and every pool of water, and every sound come to be his personal friends, so that no matter where he is, he is never alone, whether in solitude or with companions; is cheerful and sunny and always ready to help others."

In all our outings and week-ends we have been fortunate to have with us someone most experienced in campcraft, so that along with the pleasure of the open air and all that goes along with the great out-doors, every precaution was taken to guard the physical boy and bring him back to school more healthy than when he left. The Scout Executive has been with us on most of our outings—Mr. Cowing is considered one of the greatest authorities in this country on camping and camp sanitation. And with it all, he is the jolliest fellow in camp! Dr. Charles D. Hart and Field Commissioner Merrill were with us on some of our trips so that we increased in knowledge of scoutcraft; the tenderfoot gradually but surely passing his tests for the second-class scouts.

One big event marks the opening of the school year 1916-17. So many applications for membership to Troop 118 came in from the younger boys that it was thought best to form a new troop; this was accordingly done on October 10, 1916. Assistant Scoutmaster Randle is now Scoutmaster of Troop 123. Mr. Herbert Hartung, of the Caning Department, a lover of boys and their activities, is Assistant Scoutmaster. This new troop of nineteen members is made up entirely of the younger group of boys and it is so arranged that when each boy becomes a "Fifth Grader" and a second-class scout he may join Troop 118, which now has twenty-four members. This makes a total of forty-three boys actively engaged in scouting—more than half the total number of boys in the school. We will miss Mr. Randle in 118, but we feel that he is in the right place—the promotion was well earned and deserved. The boys have already procured their suits; more than half of them are paid for—the boys earning the money by cleaning up the school grounds, raking up leaves, etc. They meet on Fridays at three o'clock and devote the afternoon to scouting.

Mr. Randle and Assistant Scoutmaster Hartung took Troop 123 for a week-end camp, November 11 and 12, to Camp Taylor, near Springfield. In commenting on this trip the scoutmaster says: "The boys carried their entire equip-

ment; hiking from the school to Sixty-ninth Street Station; riding to Springfield; and hiking from there to the old farm house, situated about three-quarters of a mile from the station.

"Barring a few scratches and a tumble now and then, there were no mishaps. The trip was especially interesting to some of the boys as it was their first trip to the country, some of them never having been on a farm before.

"Through the day, the boys lived entirely in the open, all meals being prepared over an open fire, with the help of the troop wherever it was possible for them to assist. For sleeping quarters we made use of an old farm house. This interesting place, handed down from colonial days, afforded the boys a great deal of pleasure. It contained over thirty rooms, and was safe for them to roam through at will."

We are most fortunate to have in Mr. Fred A. Belland, our new Assistant Scoutmaster for 118, a man thoroughly acquainted with scout work, having been formerly a Scout Commissioner in New York State. As our physical director, he is capable of treating scout activities from every possible angle, and with his aid and assistance we look forward to a most profitable year.

The scout movement has become, now, a part of the public school system and we at Overbrook feel justified this year in incorporating as much of the Scout Hand Book, with all its emphasis on civics, athletics, bird study, carpentry, first aid, gardening, life saving, personal health, poultry keeping, as can be arranged for in our course of study—for the "sole aim is manhood and citizenship, human usefulness raised to its highest present possibilities."

